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ABSTRACT

The Community Action Volunteers in Education (CAVE), which is described in this report, is a co-curricular learning, non-profit agency offering over 16 programs to children, the elderly, special populations, and low-income residents in the Chico, California, area and in three state institutions in the Napa and Sonoma Valleys. Based at California State University, Chico, and under the guidance of an Advisory Board, a paid director, and an office manager, the 50-55 volunteer student staff annually place 1500-2000 volunteers with more than 10,000 clients. The staff is responsible for program planning, volunteer recruitment, screening, training, monitoring, and evaluating. CAVE creates alternatives to traditional education by involving students co-curricularly with the community in helping to provide solutions to particular human needs and problems. Programs include big brother/big sister relationships, tutoring, assistance to disabled children and their families, recreational programs for low-income children, and activities for and with the elderly. A variety of types of program evaluation show the program to be successful. Appended are a CAVE brochure, a detailed administrative report on the program, the 1988-89 budget, a brochure on CAVE's receipt of the 1988 G. Theodore Mitau Award from the American Association of State Colleges and Universities, and newspaper articles on the program. (KM)

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COMMUNITY ACTION VOLUNTEERS IN EDUCATION (CAVE)

CALIFORNIA STATE UNIVERSITY, CHICO

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

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ABSTRACT

Community Action Volunteers in Education (CAVE), on the California State University, Chico campus, is a co-curricular learning non-profit agency offering over 16 programs to children, elderly, special populations, and low-income residents in the Chico area and three state institutions in the Napa and Sonoma Valleys. Under the guidance of the Advisory Board, a paid director, and an office manager, the 50-55 volunteer student staff annually place 1500-2000 volunteers with more than 10,000 clients. The staff is responsible for program planning, volunteer recruitment, screening, training, monitoring, and evaluating. CAVE is creating alternatives to traditional education by involving students co-curricularly with the community in helping provide solutions to particular human needs and problems.

INTRODUCTION

Community Action Volunteers in Education (CAVE), the 1988 recipient of the G. Theodore Mitau Award for Innovation and Change in Higher Education is a model program on the California State University, Chico, campus. CAVE, representing 23 years of commitment to co-curricular learning, places 1500-2000 volunteers who provide over 140,000 of community services annually.

Included in this document is a comprehensive overview of the CAVE history, organizational structure, goals and objectives, program descriptions, operations, and evidence of effectiveness. Attached you will find the Community Action Volunteers in Action Administrative Briefing, program brochures, and newspaper articles.

It is our hope that other campuses will utilize our success and take on the challenge of starting a student community service program at their institutions.

BACKGROUND

CAVE was born in 1966 with the goal of aiding disadvantaged students in Chico Public Schools and the Gridley Farm Labor Camp. The program was designed to provide tutors to stimulate and motivate learning through individual attention in academic subjects, as well as to provide CSU, Chico students with the experience of sharing their knowledge with young students. The program began with 40 tutors and increased to 250 the following year.

A major step in CAVE's development occurred in 1968 through the efforts of a group of students advised by University faculty and staff. They wrote a grant proposal to the US Department of Labor's Coalition for Youth Action to become an organization for several community service programs. With University support, $22,000 from the grant and an additional $3,500 from the Associated Students, CAVE was able to become the umbrella organization for a number of different community service programs serving children, low-income, elderly, and special populations. With the advent of new programs, the volunteer numbers increased from the original 40 volunteers in 1966 to 900-1,000 in 1968, 1,400-1,500 in 1969, and has maintained a consistent 1,500-2,000 volunteers per year in the 1970s and '80s.

GOALS AND OBJECTIVES

CAVE's goals and objectives are synonymous with its programming philosophy and have remained fairly consistent over the past 23 years. The goals and objectives have always been centered around providing students with meaningful, experiential learning programs while servicing a broad base of community needs.

These goals and objectives are:

* to provide all students with an opportunity to make their educational experience more meaningful and relevant through direct community involvement;

* to serve as a source of information and help through which students may find ways to apply their interests and talents in a more personally fulfilling manner;

* to operate on the belief that the most valid and long-lasting learning experiences are to be found in the community;

* to provide the community with significant and needed social service programs based on volunteer service; and

* to bring the resources of the campus into the community to help bring about constructive social, personal, and attitudinal change.

These goals and objectives are accomplished by:

* identifying community, institutional, and student needs, interests, concerns, and problems;

* developing and implementing programs which attempt to meet both student and community needs;

* maintaining a consistent and ongoing volunteer recruitment process;

* coordinating efforts with local agencies and service organizations to ensure that a broad client base is represented;

* establishing an appropriate and effective information and training system to ensure a quality and relevant volunteer experience; and

* educating the community and our volunteers about our programming and the importance of constructive social involvement.

PROGRAM DESCRIPTIONS

With the support of the University, Associated Students, United Way, Chico Unified School District, and fundraising, CAVE provides tens of thousands of community service hours each year. Currently, CAVE places student volunteers in 16 different programs. The following is a brief description of each of the programs:

KIDS PROGRAM

Project Pals	Matches volunteers with children 5-12 years of age for a one-on-one interpersonal relationship (similar to the Big Brother/Big Sister concept).
Teen Opportunity Program	The same as Project Pals but with adolescents 13-17 years of age.
Afterschool Activities	Volunteers go to two local grade schools to provide recreational activities for the "latchkey" population.

KIDS PROGRAMS (cont.)

Tutorial/Bilingual Tutorial	Provides tutoring services for children in the area.
Special Education	a) Sunny Acres volunteers provide recreational and emotional support for children in a group board and care home. b) Classroom Aide volunteers work in special education classes. c) Focus volunteers provide recreational activities for special populations and their siblings during a support group meeting for parents of developmentally disabled children. d) Special Pals volunteers are matched with developmentally and physically disabled children 5-12 years of age for a one-on-one interpersonal relationship.
Summer Kids Activity Program	Provides recreational activities for low-income children who otherwise would not have the opportunity to participate in costly activities.
Project Whiskeytown	Provides counselors each week in the fall and spring for an outdoor education camp for sixth graders.

SENIOR PROGRAMS

Adopted Grandparents	Matches volunteers one-on-one for interpersonal relationships with elderly resident in the community.
Friendship Circle	Volunteers go a group to visit with convalescent home residents.

HOSPITAL PROJECTS

Project Napa	Volunteers go each weekend to Napa State Hospital to work with emotionally disturbed residents of the facility.
Project Sonoma	Volunteers go each weekend to the Sonoma Developmental Center to work with the developmentally disabled residents of the facility.

HOSPITAL PROJECTS (cont.)

Project Yountville	Volunteers go each weekend to the Veterans Home of California to work with elderly veterans.
Esplanade Manor	Volunteers provide group activities weekly at a local psychiatric board and care facility.
VOLUNTEER INCOME TAX ASSISTANCE	Provides free tax assistance for low income disabled and elderly clients.
INFORMATION NETWORK	Volunteers are responsible for CAVE public relations & media exposure.
COMMUNITY VOLUNTEER CONNECTION	A volunteer referral program which provides a connection between community agencies and volunteers looking for short-term or one time projects.

In addition, CAVE has had a very positive working relationship with the Chico Unified School District (CUSD) since its inception in 1966. CAVE has literally placed thousands of aides and tutors in classrooms as well as sponsored activities for children after school over the past 23 years. In 1986, the Credentials Department of the College of Education, in response to legislation, began to require that all students applying for a credential must have 30 hours of in-classroom experience. As a result of this dictation and the influx of students wanting to work in the local schools, CUSD now requires that any student from the university must go through the CAVE programs for proper screening and training. In return for the valuable services CUSD receives from CAVE volunteers, the school board has had an ongoing $2500 yearly contract with CAVE.

EVIDENCE OF PROGRAM EFFECTIVENESS

CAVE has a sophisticated program evaluation and tracking system to ensure program effectiveness, through written and verbal feedback from the clients, volunteers, university faculty and staff, and other community agencies that work with CAVE.

Program evaluations are accomplished through the following program checks and balances:

* use of one-on-one feedback sessions throughout the semester;

* ongoing client and student contacts;

* use of formalized evaluation forms covering both the volunteer and the program;

* use of log sheets for verifying experience;

* group leader and fieldworker on-site verification;

* use of time sheets verified by the teachers;

* on-site observations; and

* use of the cross-reference form as verification of completion of all program requirements.

Overall, CAVE has had a very successful track record, is a respected community service agency, and has found a system that works.

Community Action Volunteers in Education

Chico is growing! In 1967, it became apparent that more services were needed to accommodate the growing Chico community and it was then that **Community Action Volunteers in Education** (CAVE) was created. Since then, thousands of young, elderly, handicapped and low income residents in and around the Chico area have benefited from **CAVE** programs.

As you flip through this pamphlet you may see a program that interests you. If so, feel free to contact the **CAVE** office at 895-5817. Both community members and students are encouraged to become involved.

CAVE, a non-profit agency, is supported by the Associated Students at Chico, United Way of Butte and Glenn Counties, Chico Unified School District, Federal Work Study Program, California State University, Chico, fundraising, and donations.

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Life is for Learning

CAVE is an organization which is dedicated to helping students make their educational experience more meaningful and personally relevant through direct involvement. Operating on the belief that the most valid and long-lasting learning experiences are to be found in the community, **CAVE** focuses on bringing the resources of the campus to the community by providing more than 16 programs meeting specific areas of need in our community.

CAVE is unique as there are only two paid professionals who guide a 45 to 50 person volunteer staff in administrating the programs that place an additional 1500 to 2000 volunteers in our community each year. University credit is available through independent study and internships, recreation hours, and possible work study for staff members.

Kids Program

The **Kids Program** is a way to get involved with kids in the Chico community. Many sub-programs are offered such as the After School Activities, Classroom Aide, Project Pals, Special Education, Teen Opportunity Program, and the Tutorial Program. Volunteers gain a great sense of satisfaction by lending a helping hand to children in need.

These special sub-programs are explained on the following three pages.

The **After School Activities Program** provides special activities for children at several local elementary schools. As a volunteer for the **After School Activities Program** you prepare and lead a wide variety of activities including arts and crafts, songs, skits, and plenty of games.

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If you are planning to be a teacher or would like experience working in a classroom situation, **Classroom Aide** is the program for you. Classes open to **CAVE** volunteers range from the primary grades to high school. The volunteers' responsibilities will vary according to the individual, the teacher, and the school.

Working with **Project Pals** involves being a friend to a child from the community. These children range in age from 5 to 12. They come from a wide variety of backgrounds with individual social and emotional needs. Volunteers are asked to make a minimum five-hour commitment each week. Activities and ideas are provided by the Kids Program Staff to help you in your relationship.

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The **Special Education Program** offers a variety of opportunities for volunteers to work with the developmentally and physically disabled. Opportunities include working one-on-one and in small groups, aiding in the classroom, being a special pal, and going to a group home in Paradise. Working with this program offers a unique opportunity to understand a very special population as well as providing social interaction with the clients.

Teen Opportunity Program is designed for young people ages 13 to 17. They come from a wide variety of backgrounds with individual social and emotional needs. Volunteers are asked to make a minimum five-hour commitment each week. Activities and ideas are provided by the staff to help you in your relationship.

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The Tutorial Program Volunteers work with elementary and junior high-aged students, on a one-to-one, basis helping them with their academic skills. The majority of volunteers are needed to help with math and reading. If you are bilingual you may be placed with local children who are not fluent in English. While academic assistance is stressed, the volunteer can also play an important part in the child's social development.

CAVE's Hospital Project serves clients of all ages with physical, developmental, and emotional disabilities. The program provides care for clients in need of special attention and volunteers are rewarded with invaluable experience.

Volunteers have an excellent opportunity to expand their communication and organizational skills as well as to enrich the lives of those in need of companionship.

These four projects are explained on the following two pages.

The **Esplanade Manor** is a board and care home in Chico that accommodates emotionally disabled adults ranging in age from 18 to 40. The residents follow a highly structured rehabilitation program in an effort to work their way back into society. To help facilitate this process, **CAVE** volunteers spend two hours a week socializing and planning activities with the residents. The residents look forward to the weekly visits of the **CAVE** volunteers because of the special attention they receive.

The Yountville Veterans' Home in Yountville, California is home to 1400 men and women veterans from the Spanish-American to the Vietnam Wars. **Project Yountville** Volunteers spend one weekend at the veterans' home visiting, listening, providing entertainment, and sharing in arts and crafts. The residents are provided with hope and happiness and are encouraged to develop interest in a variety of activities. **Project Yountville** is an excellent opportunity for **CAVE** volunteers to gain both a personal and professional experience.

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Project Napa Volunteers spend a weekend at Napa State Hospital conversing and sharing activities with emotionally disabled children. **CAVE** volunteers are important to the kids at the hospital because they give them what all children need and deserve - love and attention. **Project Napa** is an excellent learning opportunity for anyone interested in understanding the special needs of the disabled.

Sonoma Developmental Center serves developmentally disabled individuals of all ages. **Project Sonoma** Volunteers spend one weekend interacting with residents by providing recreational opportunities and activities. Field trips, hayrides, picnics, and dances are just some examples of the various activities. Every weekend the residents look forward to seeing and interacting with **CAVE** volunteers.

The **Seniors Programs**, consisting of **Adopted Grandparents** and **Friendship Circle**, are designed to bring volunteers and senior citizens from the community together. By contributing their time and concern, the volunteers lend friendship and support to those who often feel lonely and isolated.

In the **Adopted Grandparents Program**, volunteers are placed with an elderly person from the community. Most of these citizens live alone and greatly appreciate the company of the visiting volunteer. Many volunteers and grandparents take trips together and enjoy outdoor activities. Together they relax in each other's company while sharing time and conversation.

Volunteers are asked to make a commitment to spend three hours a week with their adopted grandparent for one year.

The **Friendship Circle** Volunteers and a **CAVE** group leader visit convalescent hospitals once

continued on next page

a week. These volunteers provide the residents with the companionship and attention that are often lacking in convalescent homes. **Friendship Circle** Volunteers bring a lot of hope and joy to the many elderly people they meet.

In addition to our regular programs, **CAVE** often sponsors small programs that need an umbrella organization. Examples of some of those programs include:

Volunteer Income Tax Assistance (VITA) - In cooperation with the Internal Revenue Service, **CAVE** provides low income residents assistance in the preparation of their tax forms. This is a free service.

Whiskeytown Environmental School - In cooperation with the Shasta County School District, **CAVE** assists in recruiting and screening counselors for an outdoor education school offered to sixth graders from all over Northern California. The counselors are involved with the instruction as well as helping to provide a fun camping experience.

Community Volunteer Connection - One of our newest programs, "C-V-C", offers the connection between community agencies and volunteers looking for short-term or one-time service projects. The CAVE staff gathers

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information on available projects, screens volunteers for their interests, and by use of a computer connects them together.

If you have a project but no place to house it, contact **CAVE**. It may be possible that we could help you get started.

CAVE

Information Network

The **Information Network** is **CAVE's** public relations and publicity program. The volunteers in this program are responsible for promoting **CAVE's** various social service programs to the CSUC campus and the surrounding greater Chico community.

The **Information Network** utilizes local newspapers, radio and television stations in order to recruit volunteers and to publicize other **CAVE** events.

Students with experience or skills in writing, design, photography, broadcasting or production are encouraged to volunteer and gain valuable experience by becoming a working part of **CAVE's Information Network.**

The **Personal Growth Program** offers a wide variety of low cost/short-term classes for the community during the fall and spring. Over the years the program has brought talented members of the community with special talents and abilities together with students in a small group setting. The list of classes is always changing and growing, so if you would like to teach or enroll in a class, contact the **Personal Growth** Staff.

Just fill out this form and make sure your name, address and phone number are included.

I am interested in participating in the following **CAVE** program(s):

☐ Afterschool Activities
☐ Classroom Aide
☐ Project Pals
☐ Special Education
☐ Teens Opportunity
☐ Tutorial
☐ Adopted Grandparents
☐ Friendship Circle
☐ Project Napa
☐ Project Sonoma
☐ Project Yountville
☐ Personal Growth
☐ Staff Positions
☐ Other________

Name:______________________________

Phone:______________________________

Address:____________________________

City________________________________

State / Zip__________________________

Funding for **C.A.V.E.** is provided by the Activity Fee Program funded by the Associated Students at California State University, Chico and the United Way of Butte and Glenn Counties.

Community Action Volunteers in Education
West Second and Cherry Streets
California State University, Chico
Chico, CA 95929
916-895-5817

Funding provided by the United Way

APPENDIX B

CALIFORNIA STATE UNIVERSITY, CHICO
ADMINISTRATIVE BRIEFING

COMMUNITY ACTION VOLUNTEERS IN EDUCATION
(C.A.V.E.)

PREPARED BY

PATRICIA J. MORIARTY
DIRECTOR

JANUARY 6, 1986

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I. GENERAL OVERVIEW

HISTORY

The very act of placing 20 years of program history within one report, or even giving well deserved recognition to those thousands of individuals who have been an integral part of C.A.V.E.'s history, would be a formidable task. For the purposes of this report, a brief historical overview is provided.

C.A.V.E. was born in 1966, a child of the revolutionary spirit of those times. Its beginning can be traced to the tutorial program started in 1966 by then A.S. President Tim Tregarthen and his Vice-President Karen Angel. Their goal was to aid disadvantaged students in the Chico Public Schools and the Gridley Farm Labor Camp. This program was designed to provide tutors for students in order to stimulate and motivate learning through individual attention in academic subject areas, as well as providing CSUC students with the experience of sharing their knowledge and enthusiasm with younger students. The program began with about 40 tutors and 5 children, jumping to around 250 the year after. The student/tutorial relationships were later expanded to meet the needs of culturally deprived, mentally retarded and Spanish speaking students. Funding at that time came almost exclusively from the A.S. President's budget and private donations.

The name C.A.V.E., as told by Karen Angel, was taken from the allegory of the cave in Plato's The Republic. The allegory of the cave is a marvelous description of ignorance and enlightenment. Standing alone, C.A.V.E. was too esoteric to convey the intent of its program to the public. Acronyms were quite fashionable then so the word was "translated" into Community Action Volunteers in Education and then back to the acronym C.A.V.E.

Another major step in C.A.V.E.'s development occurred in 1968 through the efforts of a group of students who wrote a grant proposal to the Coalition for Youth Action (U.S. Department of Labor) and found themselves with $22,000 the following academic year. With $3500 tacked on by the Associated Students, C.A.V.E. was able to become an umbrella organization for a number of different programs. The first three to join the tutorial program were the Big Brother/Big Sister Program, the Adult Education Program and the Napa Project. With the advent of new programs, the volunteer numbers increased from the original 40 volunteers to 900-1000 in 1968, 1400-1500 in 1969 and has maintained a consistency in the 1970's and 80's of 1600-2000 volunteers per year.

As the years passed many other programs were added, some staying under the umbrella only long enough to go out on their own. Other organizations such as Community Legal Information Center (CLIC), Chico Housing Improvement Project (CHIP) and Community

Gardens Project were housed with C.A.V.E. for a short time until they were able to establish their own offices elsewhere. Historically, the following represent programs that have been housed at C.A.V.E., many of which are still in existence and others which have long since gone by the wayside or have been absorbed by other agencies:

Community Gardens
Bridge
Helpline
Open Voice
Food Stamp Outreach Program
Associated Students Grant Research Center
Public Law Internship Program
Housing Affairs
Prisoner Rights
Welfare Rights
Conscientious Objectors Placement
Legal Assistance Program
Citizenship Center Program
Environmental Law
Own Recognizance Bail Program
Mayaro Boys Ranch
Friend-to-Friend
Project Respond/Volunteer Bureau
Chico Area Youth Council
Adult Education Program
F.R.E.E. (recycling effort)
Encounter Programs
Napa Up & Out

Today C.A.V.E. houses and runs 16 different programs that aid the young, elderly, handicapped and low-income residents and utilizes not only a student volunteer base, but also draws on community members as volunteers. What was once only the Tutorial Program is now: The Information Network (Nexus), Esplanade Manor, Projects Sonoma, Napa and Yountville, Friendship Circle, Adopted Grandparents, Project Pal (Big Brother/ Big Sister), Special Education, Kids Opportunity Program, After School Activities, Classroom Aide, Tutorial, Bilingual Tutorial, Personal Growth, Project Whiskeytown and Volunteer Income Tax Assistance Program. C.A.V.E. continues to stay open to new programs that fall within the philosophy of its programming and recently has begun the design of a new special education program for local group homes, as well as a pet therapy project for convalescent hospitals.

Historically, C.A.V.E.'s funding has come from the following sources:

A.S. President's Budget
Youth Action Grant
United Christian Campus Ministry
University Housing and Counseling Offices

Food Stamp Outreach Grant
Children's Fund*
Associated Students Activity Fee Monies*
United Way of Butte County*
Chico Unified School District*
Federal Work Study Monies*
Hospital Projects Reimbursements*
Fundraising Projects*
Donations*

*Current funding sources.

GOALS AND OBJECTIVES

C.A.V.E.'s goals and objectives are synonymous with its programming philosophy and have remained fairly consistent over the past 20 years. The goals and objectives have always been centered around providing students with meaningful experiential learning programs while servicing a broad base of community needs.

These goals and objectives are:

*to provide all students with an opportunity to make their educational experience more meaningful and relevant through direct community involvement.

*to serve as a source of information and help through which students may find ways to apply their interests and talents in a more personally fulfilling manner.

*to operate on the belief that the most valid and long lasting learning experiences are to be found in the community.

*to provide the community with significant and needed social service programs based on volunteer service.

*to bring the resources of the campus into the community to help bring about constructive social, personal and attitudinal change.

These goals and objectives are accomplished by:

*identifying community, institutional and student needs, interests, concerns and problems.

*developing and implementing programs which attempt to meet both student and community needs.

*maintaining a consistent and ongoing volunteer recruitment process.

*coordinating efforts with appropriate university departments to insure that the programs are academically relevant.

*coordinating efforts with local agencies and service organizations to insure that a broad client base is represented.

*establishing an appropriate and effective information and training system to insure a quality and relevant volunteer experience.

*educating the community and our volunteers about our programming and the importance of constructive social involvement.

EXPERIENTIAL LEARNING PHILOSOPHY

C.A.V.E. recognizes the vast human resource potential that our university has to offer the community and conversely the resource the community has to offer the students. This unique interchange of resources offers the university student an opportunity to become actively involved in the community in which they live, gives them an opportunity for experiential, non-traditional education and helps them develop the necessary skills needed to become the community leaders of the future.

C.A.V.E. staff and volunteers believe that the community is the most valid classroom for conducting education. C.A.V.E. is creating alternatives to traditional education by involving students and community members in the solutions of specific human needs or problems. We believe that through human interaction involving "real" problems an individual can aid in their own self-education. C.A.V.E.'s motto continues to be "Life is for Learning."

We encourage students and other community members to use C.A.V.E. as a tool for involvement in their own educational and personal growth as well as a way to improve many of our community's problems. Optimistically speaking, in communities where universities exist it should not be an unrealistic expectation to assume that the students of that university would participate in the community in which they live by volunteering their time in support of that community. The students of California State University, Chico exemplify that philosophy.

POLITICAL ATMOSPHERE

The political evolution of C.A.V.E. and the extent to which the C.A.V.E. staff members and volunteers have been involved in political activities correlates directly with the evolution of student politics on campus. C.A.V.E. evolved out of the Civil Rights years - the mid-60's. Directly attached to that era was the label liberalism. The 1980's are also a reflection of the time and have become synonymous with conservatism. The basic premise of volunteerism, however, is no different in the 80's than in the 60's. The approach may be different, but the concern and involvement in the attempts to effect needed social change remain the same. C.A.V.E. plays an active role on community boards and in community related forums in order to help bring about needed social change. When there are social or community needs to be met there are organizations who step forward to meet those needs and when that occurs the label of liberalism comes with the territory as change does not often occur without radical adjustments.

C.A.V.E. staff and volunteers have consistently been a reflection of their own era. They have been neither wholly liberal or conservative. Their politics reflect their own political beliefs and affiliations. Despite their political affiliations and attitudes, the basic premise of their volunteer experience remains the same...service to the community and bringing about social change to meet the needs of the community.

C.A.V.E. does, however, comply with the university regulations by making it clear that the organization will not endorse any political slates and that no political activity will be conducted in the building. What our staff and volunteers do outside the building and on their own free time is strictly their option.

ACADEMIC AFFILIATIONS

Historically, one of the primary objectives of the C.A.V.E. organization was to seek the recognition and sanction of the University for participation in community service as a legitimate educational experience. C.A.V.E. consciously tried to establish itself as an alternative to traditional classroom education. The belief was that a student's involvement in seeking solutions to a community's needs and problems was the "tool" by which that student could then decide what (s)he needed to learn and how (s)he wanted to use the resources the university had to offer.

In keeping with C.A.V.E. objectives, the original founders sought class credit from numerous departments for participation in C.A.V.E.'s programs. This proved to be a very long and arduous road with many setbacks. There was a challenging of firmly entrenched traditional "academic" standards, values and faculty; however, with the help of several faculty members and university administrators significant inroads were made.

In Spring 1973, after a semesters work of putting together a proposal through the Educational Policies Committee and Faculty Senate, a memorandum (AA-72-156) was sent from the Vice-President of Academic Affairs to all academic units.

> "In response to a previous executive memorandum (72-23) which encouraged the establishment of internship and generally community service related courses which are part of regular academic programs......"

That memorandum established the courses numbered 89, 189, 289, 389 to be used by all academic units in developing community courses. It specifically notes, "there are no unit limitations on such courses..."

At present the following academic credits are available for participation in C.A.V.E. programs:

HCSV 189 ABC - Staff participation units - 1 to 3 units
EDUC 10 A - Kids Program - 1 unit
EDUC 10 B - Kids Program - 2 units
SOC 89 A - Esplanade Manor - 1 unit
SOC 89 B - Napa State Hospital - 1 unit
SOC 89 C - Project Yountville - 1 unit
SOC 89 D - Sonoma Project - 1 unit
SWRK 89 A-01 - Friendship Circle - 1 unit
SWRK 89 A-02 - Adopted Grandparents - 1 unit
SWRK 89 B-01 - Adopted Grandparents - 2 units

These units represent the core of C.A.V.E.'s academic affiliation; however, we work closely with other departments for verification of internship hours associated with work done through C.A.V.E. These include the Recreation, Sociology, Social Welfare, Gerontology, Psychology and Business departments.

COMPOSITION OF CLIENT BASE

The target populations for our programs include the handicapped, young, elderly, disabled and low-income residents of Butte County. We also service the disabled children and elderly at the State hospitals in the Napa Valley. Services are provided to all persons regardless of race, creed, sex or income level.

COMPOSITION OF OUR VOLUNTEER BASE

The majority of our volunteers are students from CSUC, but we do maintain a small percentage of volunteers from the community and Butte College (approximately 4%). We do not keep specific information regarding the ethnic background, sex, age or major of the students or community members at this time; however, that information will be recorded in the future with the incorporation of a computer data system. I would however estimate that the majority of our volunteers are Caucasian, in their late teens to mid-twenties. I would also estimate that a larger percentage are women. There seems to be no direct correlation between the choice of majors and volunteer service as there is a wide representation from all departments. The same Affirmative Action policy applies to our volunteer base - there is no discrimination on participation because of race, creed or sex. Our recruitment processes are generalized and directed to all persons.

STAFF COMPOSITION

The staff consists of two full time paid employees (the Director and the Office Manager) who are employed by the Associated Students. The remainder of the staff consists of students who fill the positions of individual program directors, sub-program coordinators, fieldworkers, facilitators, group leaders, graphic artists, communications and PR persons and clerical assistants. There are generally 40-60 students that make up C.A.V.E.'s staff every year. A small percentage of the staff receive work study, others receive staff units, work off required recreation hours, do their individual internships or volunteer for staff positions to gain extra experience in their field. All hiring procedures comply with Affirmative Action regulations.

COST OF OUR SERVICES

With the exception of C.A.V.E.'s Personal Growth Program all of our services are free of charge. The C.A.V.E. Personal Growth Program contracts with individuals who have specific skills to teach the community and charge according to a fee set by the teachers (i.e. juggling, yoga, ballroom dance, drawing, etc.).

COMMUNITY/UNIVERSITY/C.A.V.E. INTERACTION

C.A.V.E. has maintained active liaison with the university and the community for nearly 20 years. C.A.V.E. has won the trust of many individuals throughout the community and at the university through positive interaction; consistency and reliability in programming efforts; active particiption on community boards; networking with community agencies and university departments; compliance with university and academic policies; and, by providing the students and community with a valuable service.

NETWORKING WITH OTHER CAMPUSES

C.A.V.E. provides a unique model for experiential learning and information about our programming efforts has been of interest to many academic settings (i.e. Cal Poly, Merced Junior College, Shasta College, Humboldt State, Volunteer Jacksonville). Most recently we participated in a program/staff information exchange workshop with Humboldt State. We sponsored the informational exchange so that staff members from both C.A.V.E. and Y.E.S. (Youth Educational Services) could expand on or improve their programming efforts. Additionally, we have worked closely with Y.E.S. on a consortial basis for potential grants. It is interesting to note that many requests for programming information come from students who have volunteered in our programs and wish to start similar programs at the colleges they now attend.

GOVERNING BODIES

C.A.V.E. has both internal and external governing systems. The internal governing bodies consist of the Steering Committee and the Advisory Board. The external governing bodies include the Associated Students Board of Directors and more indirectly the United Way. As an Associated Students Activity Fee funded program we are governed by the existing programming regulations set down by the BOD. As a United Way funded agency we are governed by set funding regulations. The C.A.V.E. Steering Committee and Advisory Board are responsible for internal programming, personnel and grievance issues. The following represents the responsibilities and composition of both:

STEERING COMMITTEE

I. Responsibilities
    A. Review and evaluate C.A.V.E. general and program specific goals and objectives.
    B. Review and evaluate C.A.V.E. Director for recommendations to Advisory Board.
    C. Choose two Steering Committee members to represent the C.A.V.E. staff at the Advisory Board.
    D. Make recommendations on new programming efforts to present to Advisory Board.
    E. Discuss and evaluate programming problems for recommendations to the Advisory Board.

II. Membership
    1) C.A.V.E. Program Directors
    2) C.A.V.E. Office Manager
    3) C.A.V.E. Director - voting if not facilitating

III. Meetings
    1) Once a month minimum
    2) Facilitation done on a rotating basis among participating members
    3) Decisions based upon concensus unless it becomes necessary to resort to a vote. In such a case, the facilitator will vote only in case of a tie.
    4) Meetings shall be open to all interested individuals.

IV. The C.A.V.E. Steering Committee shall establish its own rules of procedure and shall keep a record of all action.

ADVISORY BOARD

I. Responsibilities
    A. Review and evaluate C.A.V.E. Director a minimum of once a year. More frequent review at recommendation of the Advisory Board's discretion.
    B. Review and evaluate the Director in the following areas:
        1) budget
        2) program policies
        3) relations with cooperating agencies and organizations
        4) physical space
        5) program space
        6) program goals and objectives
        7) staffing
    C. Review and evaluate the recommendations of the Steering Committee.
    D. Act as final in-house grievance council.

II. Membership
    1) C.A.V.E. - two program directors chosen by the Steering Committee, the Office Manager and Director
    2) A.S. - Director of Organizations
    3) University - Student Activities Program Advisor
    4) Community - one community member at large, suggested by the Director and accepted by the Advisory Board

III. Meetings
    1) Once a month minimum
    2) Facilitator to be chosen by the Advisory Board

3) Decisions based upon concensus unless it becomes necessary to resort to a vote. In such a case, the facilitator will vote only in case of a tie.

IV. The C.A.V.E. Advisory Council shall establish its own rules or procedures and shall keep a record of all action.

II. C.A.V.E. STAFF

ORGANIZATION HIERARCHY

Philosophically, C.A.V.E. functions on the premise that no real staff hierarchical system exists. Each and every member of our staff is an integral part of the whole system. Each staff member has an equally important job to perform so that the organization runs effectively and each staff member's input into programming efforts is considered of great value. Realistically, hierarchies do exist and are important to the cohesiveness of any organization. C.A.V.E.'s hierarchical system is represented by the organizational chart on the following page.

As you will note on the organizational chart the Director is accountable to C.A.V.E.'s Advisory Board and Steering Committee, various University Departments, the Associated Students (BOD and General Manager) and to various funding sources. Under the direction of the Director and Office Manager the various program directors are responsible for their program staff members and volunteers. Ultimately, however, the Director of C.A.V.E. is accountable for all staff members and volunteers associated with the organization.

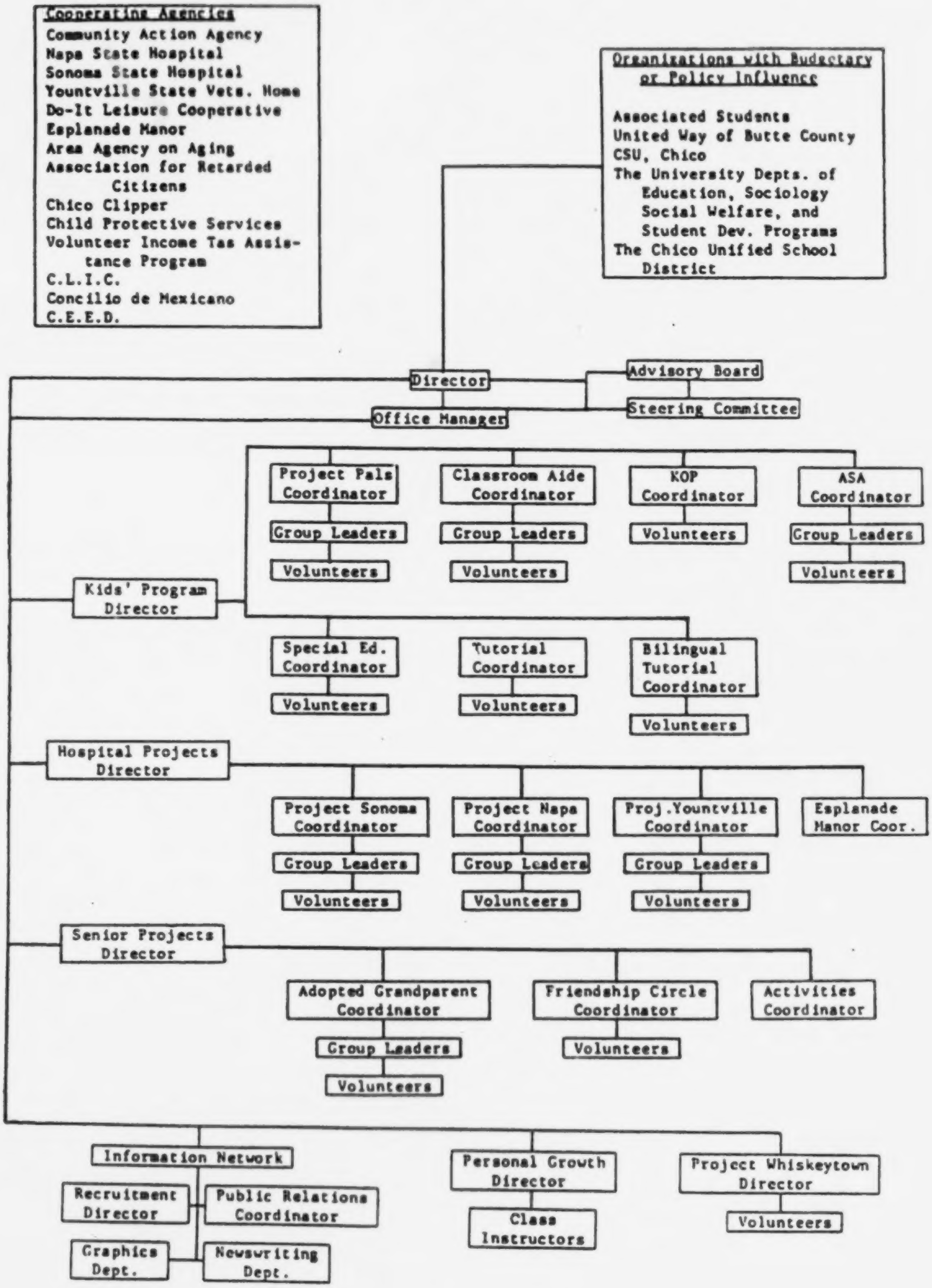
ADMINISTRATIVE RESPONSIBILITIES

Because of the fluctuating nature of the C.A.V.E. staff it is important that the continuity personnel (Director and Office Manager) provide sufficient training, information, support and guidance to maintain a consistency in programming efforts.

At the beginning of each semester trainings are provided to all staff members and have a two-fold purpose - to unite the staff through positive interaction and to help develop the general skills and knowledge needed for their job. By using the vast community and university resources to draw upon skilled personnel, we have offered trainings in the following areas:

- Time Management Skills
- Letter Writing Skills
- Speaking Anxieties & Techniques
- Communication Skills
- Assertiveness Training
- Interviewing Techniques
- Advertising and Publicity Techniques
- Fundraising Techniques
- General Office Procedures
- Class Talk Techniques - How to Sell C.A.V.E.
- Techniques in Telephone Use

COMMUNITY ACTION VOLUNTEERS IN EDUCATION
ORGANIZATIONAL CHART


Cooperating Agencies
Community Action Agency
Napa State Hospital
Sonoma State Hospital
Yountville State Vets. Home
Do-It Leisure Cooperative
Esplanade Manor
Area Agency on Aging
Association for Retarded Citizens
Chico Clipper
Child Protective Services
Volunteer Income Tax Assistance Program
C.L.I.C.
Concilio de Mexicano
C.E.E.D.
Organizations with Budgetary or Policy Influence
Associated Students
United Way of Butte County
CSU, Chico
The University Depts. of Education, Sociology Social Welfare, and Student Dev. Programs
The Chico Unified School District
Director
Advisory Board
Steering Committee
Office Manager
Kids' Program Director
Project Pals Coordinator
Group Leaders
Volunteers
Classroom Aide Coordinator
Group Leaders
Volunteers
KOP Coordinator
Volunteers
ASA Coordinator
Group Leaders
Volunteers
Special Ed. Coordinator
Volunteers
Tutorial Coordinator
Volunteers
Bilingual Tutorial Coordinator
Volunteers
Hospital Projects Director
Project Sonoma Coordinator
Group Leaders
Volunteers
Project Napa Coordinator
Group Leaders
Volunteers
Proj.Yountville Coordinator
Group Leaders
Volunteers
Esplanade Manor Coor.
Senior Projects Director
Adopted Grandparent Coordinator
Group Leaders
Volunteers
Friendship Circle Coordinator
Volunteers
Activities Coordinator
Information Network
Recruitment Director
Public Relations Coordinator
Graphics Dept.
Newswriting Dept.
Personal Growth Director
Class Instructors
Project Whiskeytown Director
Volunteers

These workshops not only help prepare our staff members for their job at C.A.V.E., but also provide them with necessary skills for the future. The experience gained while on staff is invaluable and tends to make these persons highly competitive in the job market. I would estimate that as high as 95% of those persons who have been an active staff member at C.A.V.E. have gotten jobs in their fields straight out of college because their C.A.V.E. experience had given them the edge. Additionally, C.A.V.E. provides its staff members with a positive, supportive environment in which to test their skills and learn from their mistakes.

Information is provided to staff members on a continual basis by the Director, Office Manager and senior staff members. The learning process for our staff members is never ending and verbal and written information is available whenever needed.

Support and guidance is also provided to staff members on a continual basis. It is given in the form of individual and group feedbacks, staff meetings, staff recognition, staff incentives and in many instances individual counseling. The staff is the backbone of our organization and the Director, Office Manager and senior staff members have established an open door policy for all staff members.

PROGRAM DIRECTORSHIPS

Each of our three major programs - Kids', Hospitals and Seniors - has a director who is responsible for the proper maintenance of his/her program by:

*insuring that all staff positions are filled with qualified persons before the semester begins

*insuring that all staff members are specifically trained for their jobs

*insuring that all staff members are actively involved in volunteer recruitment processes

*insuring that all files and necessary paperwork are maintained properly

*insuring that all staff members remain current on their volunteer responsibilities

*insuring that staff feedbacks are conducted on a regular basis for expedient problem solving

*insuring that the C.A.V.E. Director and Office Manager are kept abreast of all programming changes or problems *insuring proper documentation of academic credit

*insuring that all department and university policies are adhered to

PROGRAM COORDINATORS/GROUP LEADERS/FIELDWORKERS

The program coordinators work under the direction of the program directors and are responsible for the maintenance of their individual programs. Most program coordinators have group leaders and fieldworkers who help them with the placement of volunteers and their program's client base. Each of these staff members is responsible for:

*recruiting for program volunteers

*evaluating and placing volunteers

*maintaining contact with the clients and volunteers

*insuring that all program requirements are met

*designing program specific workshops for their volunteers

*maintaining accurate and up-to-date files and records

*designing and implementing program activities

*insuring proper documentation of academic credit

*insuring that all department and university policies are adhered to

RECRUITMENT FOR STAFF POSITIONS

As mentioned before, because C.A.V.E. is a student run organization the staff fluctuates greatly. We lose approximately three-fourths of our staff every year because of graduation, internship commitments or excessive academic workloads. We attempt to fill all positions before the beginning of each semester so that all new staff members are acclimated before recruitment rush. We encourage those persons leaving to recruit for their positions from within their programs utilizing the excellent volunteers that they already have. We recruit for our major staff positions from existing staff members first to help insure program continuity. Outside recruitment is done through work study job announcements, class talks, placing job announcements in appropriate department internship programs, newspaper ads and by word-of-mouth. These recruitment processes do not apply to the positions of C.A.V.E. Director or Office Manager, who are Associated Students employees and must comply with their hiring guidelines.

HIRING PROCEDURES

Once the recruitment phase is done, the hiring process begins. All staff members, regardless of whether they are on work study, doing an internship, working off recreation hours, etc., must go through our application and reference checking process. After all references have been checked and job description requirements met, the interviewing processes begin.

INTERVIEWING PROCESSES

The staff members at C.A.V.E. are given training in interviewing skills; however, because many of them lack the experience in proper interviewing techniques, a qualified staff member usually sits in on the interviews to insure that the process is handled properly. Interviewing panels usually consist of the Program Director, the C.A.V.E. Director or Office Manager and the program coordinator when necessary. The interviews are informal, but questions are designed to draw out information specifically related to the position for which they have applied. We try to establish a pool of applicants in order to pick the best qualified person. C.A.V.E. strictly adheres to Affirmative Action policies and is aware of State regulations on appropriate and inappropriate interviewing questions. C.A.V.E. also adheres to all hiring procedures set down for the hiring of work study employees.

STAFF RESPONSIBILITIES/REQUIREMENTS

All staff positions have designated responsibilities which are outlined on position Job Descriptions (see examples on pages 18-25). In addition to these responsibilities there are specific quidelines set for those individual staff members who are receiving staff units (see syllabus on pages 26-27); are doing a departmental internship (these vary from department to department); are receiving recreation hours; and, who are on work study. We adhere to all requirements set down by all outside academic departments.

TRAINING

As mentioned previously, once our staff is hired we insure that they receive not only a generalized skills training, but also a program specific training to insure that they are knowledgeable about the interworkings of their program (paperwork, recruitment processes, filing systems, etc.). We also provide each program with an updated program manual and any appropriate written information to use as a guide in their programming efforts. The Hospital Projects offers all its staff members on-site trainings at all hospitals so that each staff member will have a full understanding of the hospitals served.

STAFF EVALUATION

C.A.V.E. maintains an ongoing staff evaluation process. Frequent feedback sessions during the semester with individual staff members helps give all concerned an opportunity to provide positive and constructive feedback for improvement, as well as providing an opportunity to give strokes for a job well done. In addition to this ongoing process, we have a formal evaluation process that is conducted at the end of every semester. At this time the directors of the programs have an opportunity to evaluate the performance of individual staff members and vice versa. When the written portion of this evaluation process is accomplished, each director has an oral feedback with their staff members to discuss problem areas and make suggestions for improvement. The Director and Office Manager formally evaluate all program directors. Techniques in how to give constructive criticism are discussed with all concerned before the oral process begins to insure that it is a productive process. The Office Manager is evaluated by all staff members and the information is given to the Director for processing and discussion. The Director is evaluated by the Advisory Board members and recommendations for improvement are made to the General Manager of the Associated Students. All staff evaluations are kept on file with Staff Data Forms to be used when prospective employers call for a job reference.

DISMISSAL

It is rare that an employee is dismissed from his/her position: however, when the occasion arises there are set procedures which are followed:

If problem areas arise, i.e. consistency in missing office hours, not fulfilling the requirements of the position at the detriment of the program, theft, etc., the employee is given an informal oral warning accompanied by suggestions for improving that behavior. If the problem persists, then a written warning is given to that staff member. If there is no improvement following the written warning, the staff member is dismissed. If the staff member feels that the dismissal was unjust, (s)he has a right to come before C.A.V.E.'s Advisory Board for review and a final decision is made. From there the staff member has the option to contact the university grievance committee if (s)he wishes to pursue the issue. This procedure adheres to the regulations set down for work study employees as well.

SAMPLE JOB DESCRIPTIONS

DIRECTOR OF COMMUNITY ACTION VOLUNTEERS IN EDUCATION JOB SPECIFICATION

I. JOB SUMMARY

The Director is responsible for all programmatic, budgetary and operational aspects of CAVE. The Director must perform the dual functions of educator and administrator in an environment conducive to the changing needs of a predominately student staff and a diverse community clientele. The Director must secure funding and maintain effective communication with a wide array of funding sources, ie, United Way, University officials, and community agencies. Ultimate authority for CAVE is held by the Associated Students Board of Directors of CSU, Chico. Therefore, a knowledge of student government and the "Students Serving Students" philosophy of the Associated Students is required.

II. JOB SPECIFICATION

A. Program Maintenance and Development

1. Monitor all CAVE programs.
2. Develop, promote, and implement a philosophy for CAVE.
3. Supervise the recruitment of CAVE volunteers.
4. Supervise programming to insure that staff, volunteers, and clients receive the best possible training and/or experience during their involvement in CAVE programs.
5. Provide staff with an opportunity to learn, grow, and develop while working with special populations, volunteers, and co-workers.
6. Arrange and attend regular meetings with the CAVE Advisory Board and the CAVE Steering Committee.
7. Maintain contact with Student Development Programs Advisor (University liaison to CAVE).
8. Evaluate need for existing CAVE programs.
9. Undertake feasibility studies for new CAVE programs as needed.

B. Personnel

1. Select, train, supervise, evaluate and work cooperatively with the office manager.

2. Select, train, supervise, and evaluate volunteer and paid staff.

3. Provide leadership: motivate, inspire, and maintain personal contact with volunteer and paid staff.

4. Make final judgement in grievance and/or termination proceedings involving volunteers, staff, and clients.

C. Budget and Record Maintenance

1. Assume budget responsibility.

2. Monitor budget and exercise cost control procedures.

3. Secure funding during budget sessions, including Associated Students, United Way, Chico Unified School District, and Work-Study.

4. Meet fundraising needs and supervise all fundraising activities.

5. Clarify financial needs of agency to funding sources.

6. Prepare written reports as required by funding agencies.

7. Maintain and monitor University course credits for student volunteers.

8. Research potential funding sources and document findings.

D. External Relationships

1. Serve as spokesperson for CAVE to: Associated Students, University, United Way, Chico Unified School District, and all other service areas.

2. Follow policies and procedures of Associated Students, University, United Way, and other funding sources.

3. Attend meetings of Associated Students, United Way, Chico Unified School District, and others as needed.

4. Provide an accurate information and referral service.

5. Maintain contact with similar service/learning programs.

6. Network with agencies and institutions in the community for the purpose of cooperative ventures and problem-solving.

III. PERSONAL ATTRIBUTES

A. To demonstrate the ability to perform the above tasks, a candidate must possess:

1. Strong written and oral communication skills.

2. College education and human service experience.

3. Ability to work effectively with a diverse group of people.

4. A commitment to the philosophy of service/learning programs.

5. A commitment to the service philosophy of the Associated Students of CSU, Chico.

C.A.V.E.
OFFICE MANAGER JOB DESCRIPTION

RESPONSIBILITIES: Under general supervision of the Director of C.A.V.E., the Office Manager shall:

1. Recruit, interview, hire, train, supervise and evaluate volunteer staff members, all clerical assistants and 8-12 workstudy students.
2. Maintain $17,000 workstudy budget.
3. Maintain up-to-date knowledge of C.A.V.E. and C.A.V.E. in-house programs. To include maintenance/development/supervision of publicity, media, flyers and manuals related to programming.
4. Maintain up-to-date file/listing of services within the community/county.
5. Provide appropriate information/assistance/referral to callers, drop-bys, potential volunteers, clients, staff and other community/university programs via in-house receptionist duties, correspondence, etc.
6. Coordinate and maintain up-to-date filing systems for C.A.V.E. and C.A.V.E. programs.
7. Establish and maintain workable clerical procedures within each program.
8. Coordinate the purchase, storage, inventory and recycling of office supplies.
9. Supervise use, maintenance and purchase of all office machines and equipment.
10. Develop workshops on office procedures, letter writing, time management, fundraising and organizational skills.
11. Assist in new program development and processes.
12. Act as a liaison with community organizations and university.
13. Maintain active membership on in-house committees relating to programming.
14. Assist in recruitment of volunteers.
15. Be actively involved in fundraising efforts.
16. Insure that facility is maintained for a safe environment.

MINIMUM QUALIFICATIONS:

1. Fast accurate typist (to include statistical typing)
2. Good telephone manner and receptionist skills
3. Good sense of office organization
4. Ability to work/deal with a diverse group of community/university people
5. Above average ability in spelling and English composition
6. Indepth knowledge of community and community resources
7. Basic understanding of budgeting
8. Good sense of humor
9. Work independently with little supervision

C.A.V.E. IS AN ASSOCIATED STUDENTS/UNITED WAY FUNDED AGENCY AA/EOE

C.A.V.E.
KIDS' PROGRAM DIRECTOR
JOB DESCRIPTION

RESPONSIBILITIES:

Under the general supervision of the Director of C.A.V.E., the Kids' Program Director will provide the overall administration for the day-to-day functioning of the Kids' Programs to include:

- Recruit, train, supervise and evaluate a 15-20 member staff.
- Maintain current budget and records.
- Plan and conduct monthly staff meetings.
- Documentation of academic credit.
- Assist in preparation and dissemination of program publicity materials.
- Act as liaison between school administration and C.A.V.E. concerning units, public relations, referrals and information.
- Coordinate and implement special workshops and activities as needed.
- Maintain a minimum of 15-20 office per week.
- Maintain active membership on Steering Committee.
- Active participation in growth of program.
- Develop an indepth knowledge on individual programs, problems and needs.

QUALITIES AND SKILLS DESIRED:

- Leadership experience.
- Ability to direct and work cooperatively with staff as a team.
- Administrative abilities - organizing and planning.
- Dependability and assertiveness.
- Interpersonal communication skills.
- Enthusiasm and ability to motivate self and others.
- Flexible and adaptable to change, growth and new ideas.
- Problem solving skills.
- Effective follow-through.
- Responsible and reliable.
- Effective communication skills both written and verbal.
- A basic and pervasive dedication to the program and C.A.V.E. in general.

The Kids' Program Director position may be either volunteer, internship or there is a possiblity of funding through Work Study. A one year commitment is desired.

C.A.V.E. is an Equal Opportunity/Affirmative Action Employer.

C.A.V.E.
HOSPITAL PROJECTS DIRECTOR
JOB DESCRIPTION

RESPONSIBILITIES:

Under the general supervision of the Director of C.A.V.E., the Hospital Projects Director will provide the overall administration for the day-to-day functioning of the Hospital Projects to include:

- Recruit, train, supervise and evaluate staff and volunteers.
- Documentation of academic credit.
- Plan and conduct monthly staff meetings.
- Maintain current budget and records.
- Assist in preparation and dissemination of program publicity materials.
- Maintain active membership on Steering Committee.
- Plan and implement staff training workshop and weekend.
- Maintain office hours each week.
- Develop an indepth knowledge on individual projects, problems and needs.
- Act as liaison between university administration and the staff of the hospitals serviced.

QUALITIES AND SKILLS DESIRED:

- Leadership experience.
- Ability to organize and direct self and others.
- Knowledge/background in the field of Recreation Therapy or related field.
- Flexibility, dependability and assertiveness.
- Interpersonal communication skills.
- Professional attitude toward work.
- Enthusiasm and ability to motivate self and others.
- Effective follow-through.
- Problem solving skills.
- Effective communication skills both written and verbal.
- A basic and pervasive dedication and commitment to the program and C.A.V.E. in general.

The Hospital Projects Director position may be either volunteer, internship or there is a possibility of funding through Work Study. A one year commitment is desired.

C.A.V.E. is an Equal Opportunity/Affirmative Action Employer.

C.A.V.E.
PERSONAL GROWTH PROGRAM DIRECTOR
JOB DESCRIPTION

RESPONSIBILITIES:

Under the general supervision of the Director of C.A.V.E., the Personal Growth Program Director will provide the overall administration of the day-to-day functioning of the Personal Growth Program to include:

- Organize, coordinate and monitor 30-40 personal growth classes.
- Maintain accurate class and teacher files.
- Recruit, interview and evaluate potential teachers.
- Work closely with advertising sources and supervise advertising layouts.
- Obtain adequate space for each class and make necessary reservations to secure the space.
- Be responsible for registration of personal growth classes and maintain and monitor intake of money during the registration period.
- Insure proper procedures for teacher reimbursement are undertaken.
- Maintain open communication with teachers by holding regular meetings to insure all updated information on program is given to the Director and Office Manager.
- Maintain regular office hours.
- Act as a good liaison with campus and community.

QUALITIES AND SKILLS DESIRED:

- Organizational skills.
- Program development skills.
- Administrative abilities.
- Work well with diverse group of people.
- Knowledge of community and community resources.
- Flexible, adaptable to change, growth and new ideas.
- Professional attitude toward work.
- Enthusiasm and commitment.

The Personal Growth Program Director position may be either volunteer, internship or there is a possibility of funding through Work Study. A one year commitment is desired.

C.A.V.E. is an Equal Opportunity/Affirmative Action Employer.

C.A.V.E.
SENIORS PROGRAM DIRECTOR
JOB DESCRIPTION

RESPONSIBILITIES:

Under the general supervision of the Director of C.A.V.E., the Seniors Program Director will provide the overall administration of the day-to-day functioning of the Seniors Programs to include:

- Recruit, train and supervise staff and volunteers.
- Plan, organize and maintain the general flow of the program with staff assistance.
- Plan and conduct staff meetings as appropriate and monthly volunteer meetings.
- Maintain current budget and records.
- Coordinate monthly newsletter with assistance of staff.
- Maintain a minimum of 15 office hours per week.
- Attend Steering Committee meetings.
- Active participation and implementation of growth in program.
- Plan, schedule and implement volunteer training workshops.
- Attend program activities as needed.
- Documentation of academic credit.
- Assist in preparation and dissemination of program publicity materials.
- Develop an indepth knowledge on individual programs, problems and needs.
- Act as liaison between C.A.V.E., university, community agencies, grandparents and volunteers.

QUALITIES AND SKILLS DESIRED:

- Leadership experience.
- Administrative abilities - organizing and planning.
- Knowledge/background in the field of Gerontology or related field.
- Ability to direct and work cooperatively with staff as a team.
- Flexibility; adaptable to change, growth and new ideas.
- Motivation of self and others.
- Enthusiasm and effective follow-through.
- Problem solving skills.
- Public speaking ability.
- Effective communication skills both written and verbal.
- Responsible and reliable.
- A basic and pervasive dedication to the program and C.A.V.E. in general.

The Seniors Program Director position may be either volunteer, internship or there is a possiblity of funding through Work Study. A one year commitment is desired.

C.A.V.E. is an Equal Opportunity/Affirmative Action Employer.

Office of Student Activities
California State University, Chico

CRITERIA FOR SUCCESSFUL COMPLETION OF HCSV 189C, 3 UNITS, C/NC

Health & Community Services is a three-unit, upper division course that may be taken by staff members of Community Action Volunteers in Education (C.A.V.E.). Those wishing to enroll may do so by adding the course during the first two weeks of the semester. Successful completion requires the following:

1. An initial one-page, typed statement of goals. This statement is to include two sections. The first should address goals for your area of responsibility and the second should address your personal goals in relation to your work at C.A.V.E. Due by the third week of the semester.
2. Attendance at regular staff trainings and the initial trainings at the beginning of the semester.
3. A typewritten, three-page (minimum) paper that includes all the items listed on the attached handout. Due by the Friday before finals week.
4. Completion of year-end staff and program evaluation forms.
5. Successful completion of all duties related to your area of responsibility to include a minimum of nine scheduled office hours per week and a minimum of 10-15 hours of recruitment time at the beginning of each semester.
6. Maintain up-to-date, accurate files and unit record systems.

CRITERIA FOR SUCCESSFUL COMPLETION OF HCSV 89A, 1 UNIT, C/NC HCSV 89B, 2 UNITS, C/NC

HCSV 89A-B are one and two unit, lower division courses that may be taken by staff members of C.A.V.E. Those wishing to enroll may do so by adding the course during the first two weeks of the semester. Successful completion requires the following:

Requirements 1, 2, 3, 4 and 6 are the same as those listed above.

Requirement 5 is the same as listed above with the exception that for 1 unit you need to schedule a minimum of 3-5 hours in the office and for 2 units a minimum of 6-8 hours in the office.

Office of Student Activities
California State University, Chico

FORMAT FOR C.A.V.E. STAFF PAPER
HCSV 189C (3 units)
HCSV 89AB (1-2 units)

One of the requirements for successful completion of the above named classes is a paper focusing on your experiences working at C.A.V.E. The paper should be three pages in length (minimum) for both the three unit and one unit class. The paper should incude the following components: be typewritten, be turned in to the Director by 5:00 p.m. on the Friday before finals and be given careful thought. The purpose of the paper is to evaluate your experience as a staff member and to furnish us with valuable information for program improvement.

1. Give a detailed description of how you perceive your responsibilities as a staff member of C.A.V.E.
2. Do you have any suggestions regarding improvement of your position?
3. Evaluate the meetings (Steering Committee and staff). How could they be improved?
4. Looking back at your personal and program goals, were you successful in realizing those goals?
5. What changes would you make in your area of responsibility?
6. In retrospect, what do you wish you had been told or learned earlier than you did?
7. Evaluate your overall performance. What would you have done differently? What were your strengths and weaknesses?
8. Did your experience meet your expectations? Why or why not?
9. What advice would you give to the person in your position next year?
10. Feel free to include any other information or opinions.

III. PROGRAMS

PROGRAM DESCRIPTIONS

For the convenience of the reader I will not reiterate what has already been written in our general brochure. Please refer to the multi-colored C.A.V.E. brochure which accompanies this report for program description information. Please note, however, that Project Respond and Napa Up & Out are no longer C.A.V.E. programs. Project Respond has been absorbed by other local and university agencies and Napa Up & Out was dropped due to lack of volunteer interest. Also note that the Whiskeytown Project, which is housed at C.A.V.E. and run through the Shasta Unified School District in cooperation with the CSUC Recreation Department, is not listed in our brochure.
Our new brochures will reflect the new names of Nexus (Information Network) and Big Brother/Big Sister Program (Project Pals). All other program information is correct.
We will be adding two new programs next semester, one in our Seniors Program and one in our Kids' Program. Names for these programs have yet to be determined.

PROGRAM CHECKS AND BALANCES

Many of C.A.V.E.'s checks and balances have already been mentioned in other sections of this report, i.e. Administrative Responsibilities, Staff Hiring and Evaluation Processes, Program Manuals, ongoing program monitoring and program continuity through internal promotion into key staff positions. Other processes used in our checks and balance system include:

*Ongoing program planning and evaluation. This is an important feature in our checks and balance system as it provides for the opportunity to look at the viability of new and existing programming. This process opens the door for new programs and eliminates programs that are no longer effective.

*Tracking of student activity and participation through the use of one-on-one feedback sessions throughout the semester; ongoing client and school contact to verify volunteer activity; log sheets to verify on-site school experiences and hours spent with the grandparent; group leader and fieldworker verifications; ongoing volunteer journals read and verified by the staff members; and, program evaluations and papers to verify the volunteer experience.

*Insuring that all student volunteers fully understand their responsibilities to the program and their client through the use of program contracts.

*Providing a complete program syllabus to each student to further outline program responsibilities.

*To maintain ongoing contact with university departments to insure compliance with academic guidelines for programming.

*To maintain ongoing contact with our client base to insure quality client and volunteer satisfaction and participation.

*To outline parent and school responsibilities for their participation in our programs.

*To solicit evaluation input from our client base to insure program and volunteer effectiveness.

*To establish individual program timelines to insure that all aspects necessary for program fulfillment are accomplished.

Additionally, to insure continuity within the programs, the program manuals mentioned in the previous section include the following types of information: (The objective here is to have a program manual available to a new staff member that would enable that person to run the program without ever having been involved in that program before.)

*Program forms and use
*Training and workshop information
*Program responsibilities
*Program and training contact persons
*Program procedures
*Grading procedures
*Recruitment procedures
*Staff requirements and responsibilities
*Filing system and office procedures
*Fundraising procedures
*Client base served
*Placement Procedures
*Interviewing Procedures
*Evaluation Procedures
*Program donations and items donated
*Semester statistics
*All volunteer procedures
*All program correspondence

ACADEMIC RESPONSIBILITIES

Each major program has an academic department advisor. The Program Directors and the Director of C.A.V.E. are responsible to that person for compliance to academic guidelines set down by the university department represented. Our program advisors

are as follows:

Kids' Program - Barbara Johnson - Education Department
Hospital Projects - Kathy Kaiser - Sociology Department
Senior Projects - Jan O'Donnell - Social Work Department
Staff Units - Kim Morris - Student Activities
Recreation Internships - Ed Seagle - Recreation Department
Whiskeytown Project - Mike Leitner - Recreation Department
Social Work Internships - Roy Brazalle - Social Work Dept
Psychology Internships - Sam Shurtleff - Psychology Dept

Each program at C.A.V.E. maintains a program syllabus and requires a written component as part of the volunteer experience. This is in compliance with department academic guidelines. Sample syllabi are represented on pages 33-36 of this section. Written components are required in the form of papers, journals, logs and evaluations.

To insure that proper records are kept on each volunteer - student or community - each program keeps a Cross-Reference Form on each program volunteer. This Cross-Reference Form is used throughout the semester to track the volunteers completion of requirements and to record any pertinent information about the volunteer (i.e. client feedback, volunteer progress, any problems that the volunteer may be having with the client, etc.). Ultimately, this form is used to verify whether the volunteer has completed all program requirements and whether that volunteer will receive academic credit. If the volunteer does not receive academic credit, the reasons will show up on the form. These forms are filed by semester and kept in the program offices for quick reference. We have found this system to be very useful, particularly if a student wishes to grieve a grade or comes back a few years later and tries to get a grade changed for work not completed. It also works effectively for those students, who because of staff error, received a NC when they should have received a credit. It has proven to be a very effective verificaton system.

C.A.V.E. Grading Procedures:

Units received through C.A.V.E. are strictly Credit/Non-Credit. No grades are given for any course work done through C.A.V.E. programs. Each program has established a syllabus and contract stating the requirements necessary to receive units from that particular program. In addition, we have worked closely with the Recreation Department and Sociology/Social Welfare Departments for completing internship and recreation hours. Anyone receiving recreation or internship hours through another department for the same experience cannot receive C.A.V.E. units. They must arrange everything through the appropriate department, but the hours must be verified from our end and they must also comply with the requirements of our programs.

We have an extension on the traditional university add deadline which is usually the second week of the semester. C.A.V.E. turns in their units cards to the departments on the last drop date at four weeks into the semester. That specifically applies to the program/volunteer units and does not apply to staff units which have to be turned in by the regular university add deadline. We seldom, if ever, give Incompletes unless there is an unforeseen emergency.

Because the number of students who wish to get involved with C.A.V.E. is so great, occasionally errors do arise in the grading process and the volunteer has the option of filling out a Unit Hassle Form to begin the process of changing their grade. This procedure will be discussed later on in this section. We also give students who come in following our add deadline the option of contracting for units. Each program has their own contracting system. Basically what this means is that the student does the work during one semester and receives the units the following semester. This requires follow-up from both the student and Program Director during the next semester to insure that the unit card does get processed in that semesters batch of unit cards.

When a student has a unit problem, that person is given a Unit Hassle Form to fill out stating their exact problem and providing enough program information to make it expedient to correct the problem. The form is given to the Office Manager who in turn gives it to the appropriate Program Director for action. The Program Director will check out the problem, make the necessary changes, write the action taken on the form and return it to the Unit Hassle Book at the front desk. The information on the action taken is then available to the volunteer. If the Cross-Reference Form shows that the work was not done, then the volunteer can challenge the grade by showing that the work was completed or by completing the work during the next semester. If the volunteer wishes to take the matter further than C.A.V.E. for a grade change, they will be directed to the appropriate department for grievance procedures.

PROGRAM PROCEDURES AND PAPERWORK

Each program maintains their own specific set of procedures and paperwork. The very magnitude of paperwork involved for all our programming would justify a report in itself. Each program has developed those forms and procedures that allow it to run effectively and with the greatest potential for checks and balances. Each program has also developed appropriate program handouts to assist the student or community volunteer in their volunteer experience. All program forms, procedures and handouts are available upon request.

SAMPLE PROGRAM SYLLABI

PROGRAM PR

C.A.V.E. has established an effective system of program information dissemination by:

- *Insuring that our program activities and events are well publicized through the newspaper and other media.
- *Providing program information at local Elks, Lions, and Kiwanis Club meetings, church groups and other community-based organizations.
- *Providing program information to various university affiliated classes, organizations and clubs.
- *Participating in local information fairs.
- *Utilizing the use of program fliers in strategic locations.

PROGRAM NETWORKING SYSTEM

C.A.V.E. maintains an extensive list of program contact persons throughout the community and university for training purposes, programming exchange and resource development. Through C.A.V.E.'s involvement with individuals from the university and the community a relationship has been developed that is mutually beneficial for everyone concerned. In essence, this mutually beneficial relationship helps bridge the gap between the university and the community, as well as provides C.A.V.E. with valuable resources.

SYLLABUS

BIG BROTHER/SISTER
EDUCATION 10A (1 unit)
EDUCATION 10B (2 units)

REQUIREMENTS:

A. INITIAL PARENT CONTACT
The initial parent is to discuss guidelines for the semester.

B. TWO WORKSHOPS
These are designed to increase your awareness and communication skills in dealing with your little brother or little sister.

C. FIVE HOURS PER WEEK MINIMUM WITH CHILD
These hours will be established between the child's guardian and the volunteer.

D. ATTEND TWO FEEDBACKS
These are individual meetings between the volunteer and the group-leader where the volunteer/child relationship is discussed.

E. MAINTAIN A JOURNAL OF EXPERIENCES
These are to include all the dates, hours spent together and what was experienced. THIS JOURNAL IS DUE AT BOTH FEEDBACKS.

F. ONE TO TWO PAGE TYPED SUMMARY OF EXPERIENCES
This is a short summary that will be kept in the child's file to aid future volunteers. IT IS DUE AT THE SECOND FEEDBACK.

G. ATTEND TWO ACTIVITIES PER SEMESTER
The activities are organized and scheduled by C.A.V.E. A schedule and mandatory sign-up sheet will be available in the C.A.V.E. office.

H. END OF SEMESTER TERMINATION SESSION WITH CHILD
The purpose of this session is to make clear to the child that your formal relationship as a Big Brother/Big Sister is ending. Continuation of the program should be discussed at this time.

GOALS AND OBJECTIVES:

1. To establish a friendship, one that is unique and meaningful.
2. To share and explore experiences together and relate them in an informal way.
3. To create a relationship of support, understanding, and guidance for the little brother or sister.
4. To establish a positive enjoyable rapport with the young boy or girl.

THESE COMMITMENTS MUST BE MADE DURING THE SEMESTER. IF THESE ARE NOT FULFILLED, N/C WILL BE ISSUED.

(SEE OTHER SIDE)

YOUR CHILD____________________

PARENT/GUARDIAN________________PHONE__________

ADDRESS____________________

GROUP LEADER____________HOME PHONE__________

OFFICE HOURS____________C.A.V.E. PHONE__________

IMPORTANT DATES

INITIAL PARENT CONTACT________________

COMMUNICATION SKILLS WORKSHOP____________

CHILD ABUSE WORKSHOP______________

PLANNED ACTIVITIES 1.______________

2.______________

FIRST FEEDBACK (JOURNAL DUE)____________

SECOND FEEDBACK (JOURNAL AND PAPER DUE)____________

TERMINATION SESSION______________

ADOPTED GRANDPARENTS PROGRAM
SYLLABUS

The Adopted Grandparents Program is designed to provide socialization and interaction between a grandparent and volunteer. Through a matching process, the development of a special one-on-one relationship is promoted.

Many seniors in our program live alone in their own homes and have few outside contacts. Visits from volunteers are a way to enrich both generations with the exchange of stories, ideas and experiences. Every relationship differs according to each individual's needs. Many volunteer and grandparents enjoy outside activities; others simply enjoy sharing their time and conversation. The Seniors Program also offers the activities to bring together all the volunteers and grandparents for special social events.

It is important that all who commit themselves to the Adopted Grandparents Program are able to offer a sincere interest and devotion of their time to the development of their matched relationship. The Adopted Grandparents Program is open to all interested individuals and we encourage your participation and feedback.

One and two units of credit are available through the C.S.U.C. Social Work Department.

VOLUNTEER REQUIREMENTS

1. For one unit and no unit volunteers a minimum of three hours per week for a semester is to be spent with your grandparent. For two unit volunteers a minimum of six hours per week for a semester is to be spent with your grandparent.

2. Attendance at the Aging Awareness Workshop.

3. Attendance at all monthly meetings.

4. Completion of a final paper giving a summary of your experience as a volunteer.

5. Participation in ___ out of ___ activities.

6. Completion of a log sheet to be turned in at the monthly meetings.

HOSPITAL PROJECTS

COURSE SYLLABUS FOR SOCIOLOGY 89BCD

DESCRIPTION: Sociology 89B (Napa Project), 89C (Yountville Project), and 89D (Sonoma Project) are weekend trips taken to various state hospitals in the Napa Valley. Ten weekend trips are scheduled each semester to both Napa State Hospital and Yountville Veterans Home, and six weekend trips to Sonoma State Hospital. The purpose of the weekend is to provide the student with experiential learning and self growth through working with special populations, and to provide the residents of the various facilities with outside stimulation and companionship. Students are supervised by a C.A.V.E. group leader as well as a staff member from the institution. Housing is provided on grounds, and food is provided for the weekend as well. One unit of university credit is available if the following criteria are met.

REQUIREMENTS:

1. Attend an orientation meeting at C.A.V.E. with the group leader approximately four days before the trip.
2. Attend the orientation given by the staff at the institution.
3. Participate in all client-related activities during the weekend.
4. Attend a wrap-up session on Sunday with the group leader before leaving the institution.
5. Fill out an evaluation of the weekend at the wrap-up session.
6. Write a two-page reaction paper about the weekend. This is to be turned in no later than eight days after the weekend (by the second Monday after the weekend). THIS PAPER MUST BE TYPED!
7. Comply with all rules and regulations of the hospital and the university.

IV. THE VOLUNTEERS

WHO ARE THEY?

As mentioned earlier in this report, we do not keep specific statistics on the ethnic background, sex, major or age of our volunteers. We have attempted to develop a statistical base utilizing the computer data bases of other university programs; however, this proved to be a very difficult and inconsistent process. We are hopeful that a purchase of a computer this fiscal year will alleviate this problem; however, my best estimates concerning this data are as follows:

- 96% of our volunteer base are students
- 4% are community members, students from Butte College or from the Court Work Referral Program
- Approximately 10% are from varied ethnic backgrounds
- Approximately 90% are caucasian
- Approximately 65-70% of the volunteers are women
- The average age is between 19-21
- There appears to be a fairly even distribution of lower and upper classmembers
- There appears to be more Liberal Studies majors in our programs
- Other than Liberal Studies majors, there appears to be a fairly even mix of other majors

Students are involved in our programs for a variety of reasons:

- Hands-on experience to build resume
- Personal satisfaction
- To help those in need and contribute to the betterment of the community
- University Credit
- Internships
- Required Social Work Hours
- Required Recreation Hours
- Extra credit for their class
- Volunteering is part of class requirement
- Fraternity or Sorority Community Service Hours
- EOP or Financial Aid unit requirements

Community members become involved because they want to help those in need or have spare time and want to spend that time constructively. The Court Work Referral Program is set up to allow different persons to work off community hours for various infractions. These persons generally work around the office or participate in our Hospital Projects. Each individual is carefully screened before placement occurs.

VOLUNTEER RECRUITMENT

C.A.V.E. recruits volunteers in the following ways:

Press Releases - we notify the newspapers about any events that we may be sponsoring in order to receive good coverage in the community. In addition, we place articles in the papers to notify volunteers of our recruitment dates and programs.

Public Service Announcements - the use of radio stations in the area (particularly on campus) has been an effective tool for recruitment and for notifying the campus and community of what we are doing.

Class Talks - C.A.V.E. staff members go directly into the campus classrooms to give brief talks about C.A.V.E. and the benefits of becoming a volunteer.

Registration & Involvement Fair Tables - C.A.V.E. sets up tables at registration and during the Involvement Fair on campus to provide students with literature and to promote involvement.

C.A.V.E. Day in the Quad - this new recruitment idea will be put into effect this spring and is designed to give maximum exposure to our programs. Each program will have a table and provide ongoing activities thoughout the day. Literature will be provided to prospective volunteers and sign-ups will be taken.

Dorm Exposure - each semester representatives from C.A.V.E. set up tables in the dorms to distribute literature, as well as provide major presentations at dorm meetings.

EOP Presentations - during the orientation periods for EOP students a C.A.V.E. representative will give a major presentation about our organization and the benefits of becoming a volunteer.

Summer Orientation Presentations - each spring a representative from C.A.V.E. gives a presentation to the Summer Orientation staff to insure that information about C.A.V.E. and the location of our building is provided to those freshmen participating in the Summer Orientation Program.

BMU Marquee and Banner Spaces - available to University organizations are the BMU Marquee outside the building, electric marquees and banner spaces inside the building. These spaces offer good exposure in an area which has heavy student traffic.

Sears Bank Marquee - this marquee is strategically located near the college and affords a wider exposure to students and the community for recruitment purposes.

Guest Speakers - C.A.V.E. uses speakers who represent our client base to do class and community presentations on the value of volunteering for our programs.

Presentations to Various Campus and Community Organizations - C.A.V.E. uses slide show presentations to inform various groups in the community and on campus about our programs.

Exposure through Involvement in Community Activities - C.A.V.E. participates in various community activitites that provide for the opportunity to promote our programs through positive interaction with other community groups.

Word-of-Mouth - friends tell friends, who tell friends, who tell friends.

ORIENTATIONS

During the recruitment process each program offers a set of orientations to provide program information to the volunteers, which in turn helps the student decide whether (s)he wants to commit to the volunteer experience and in which program. General orientations are offered for all programs and are designed to give an overview of all sub-programs. When a volunteer chooses a program, they are given a specific program orientation which outlines the requirements and responsibilities to the child, hospital, volunteer and C.A.V.E. The Hospital Projects also offer orientations before the weekend trip to outline responsibilities and to give an overview of what to expect, as well as an orientation at the hospitals to help better prepare the volunteers for working with the clients of that hospital. These hospital orientations will be discussed more fully under Training.

PAPER WORK

Each program has its own specific guidelines and paper work. The following represents a list of program/volunteer forms: (All forms are available upon request.)

Kids' Program:

General Forms

Student Volunteer Application Form
Community Volunteer Application Form
Reference Checking System Form
Volunteer Interview Sheet
Kids' Program Unit Contract
Kids' Program Cross Reference Form
Emergency Authorization & Release Form

Project Pal (Big Brother/Big Sister) & Kids Opportunity Program

- Syllabus
- Do's & Don'ts of Interacting with Children
- Parent Notification Letter for Placement
- File Update Letter to the Parent
- Kids' Program Referral Form (child/parent)
- Volunteer Cross-Reference Form
- List of workshops to attend
- List of program films
- Workshop Evaluation Forms
- Volunteer Progress Report

Afterschool Activities Program

- Syllabus
- Schedule of Events
- General Responsibilities & Expectations
- Age Characteristics & Teaching Techniques
- Behavior Checklist
- Suggestions for Meeting Behavior Problems
- Techniques for Effective Game Leading
- Craft Ideas
- Activities Verification
- Daily Program Log
- Accident Report Form

Classroom Aide/Tutorial/Bilingual Tutorial

- Syllabus
- Parent Notification Letter
- Program Expectations and Guidelines
- Program Introduction Letter to Teachers
- Teacher Application Form for Aides
- Teacher Letter Informing of Non-placement
- Classroom Aide/Tutor Evaluation Form
- Classroom Aide Log Sheet
- Workshop Schedules
- Workshop Evaluations
- Film Lists
- Volunteer Progress Report Form
- Teacher Evaluations

Special Education

- Syllabus
- Workshop Schedules
- Film Lists
- Volunteer Evaluation Forms
- Teacher Evaluations
- Volunteer Progress Report Forms

Seniors Projects:

Adopted Grandparents

- Syllabus
- Grandparents Application Form
- Senior Projects Unit Requirement Contract
- Grandchild Personal Data Form
- Volunteer Information and Release Form
- Emergency Authorization and Release Form
- Senior Projects Progress Log
- Letter of Introduction to Seniors
- Seniors Projects Cross-Reference Sheet
- Suggestions for Interaction with Grandparent
- Fact Sheet on Aging
- Volunteer Information Sheet
- Aging Workshops Schedule
- Semester Time Lines Sheet

Friendship Circle

- Syllabus
- Friendship Circle Volunteer Application
- Senior Projects Unit Requirement Contract
- Emergency Authorization and Release Form

Hospitals Projects:

Napa/Sonoma/Yountville/Esplanade Manor

- Volunteer Agreement Form
- Volunteer Evaluation Form
- Unit Contract Forms
- Facts on Aging
- How to Deal with the Handicapped Person
- Emergency Authorization and Release Form
- Volunteer Cross-Reference Forms
- Each hospital provides handouts to aid in the volunteer experience

Information Network (Nexus):

This program consists of staff members hired to do specific jobs and volunteers are only utilized when a special project needs to be done so no volunteer forms are necessary.

Personal Growth Program:

No volunteers are utilized in this program as the participants pay for classes of their choice.

TRAININGS

Each program is responsible for designing training workshops that are specifically related to that program and that provide the volunteer with a greater understanding of the client served. They are also designed to enhance the skills of the volunteer to insure that a quality interaction is accomplished during the volunteer experience. Program Trainings include the following:

Seniors Programs:

As both the Adopted Grandparents and Friendship Circle Programs are designed to meet social interaction needs of seniors in our community, while providing student/community volunteers with the opportunity to learn from experience with seniors, the following workshops are provided to the volunteers:

The Age Awareness Workshop

This workshop is designed to inform the volunteers of the varying aspects of aging. A combination of community agency and university guest speakers, films and physical limitation exercises are used throughout the workshop to provide the volunteer with 1) services offered to seniors in Butte County; 2) an understanding of physical limitations of the aged; 3) the ability to deal with the handicapped; 4) an understanding of the psychological and physiological processes of aging; 5) the effects of institutionalization; and, 6) a list of activities to do with their senior. The workshop also provides for the opportunity to interact with other volunteers in the program.

Convalescent Home Trainings

To insure that the volunteers of Friendship Circle are prepared for working directly in an institutionalized setting, they are provided with trainings by the convalescent hospitals they serve to better prepare them for their experience.

Monthly Problem Solving Meetings

Once a month a meeting is provided for all the volunteers in the Seniors Programs. These meetings are designed to provide the volunteers with the opportunity to discuss any problems they may be having, as well as receive the needed information to correct the problems. It is also an opportunity for quality information sharing.

Hospital Projects

The Hospital Projects serves three state hospitals in the Napa Valley and one outpatient care home in Chico. The projects are designed to serve veterans and physically, developmentally and emotionally disabled patients of all ages. The programs provide patients with the extra attention and care needed to make their lives fuller and richer while providing the volunteers with invaluable experience. The trainings provided the volunteers are specifically related to each individual hospital and include:

Pre-Weekend Orientations

Each hospital project provides a pre-weekend orientation. These specific orientations are designed to provide the volunteer with information on the clients; what to expect while working within an institution; what their responsibilities are; where they will be staying; how to get there; and, what to bring. It is also an opportunity for the group leaders to answer any questions and alleviate as many fears as possible.

Specific Hospital Orientations

Napa State, Sonoma State and Yountville Veterans Home combine intense, actual experience with state hospital operation and patients, and provides a social atmosphere for patients confined to such institutions. Thus, each hospital provides a lengthy orientation to the volunteers and is directed toward the client base of that hospital. The trainings range from one and a half to two hours in length and cover all areas relating to the clients served. This training helps the volunteers understand the physical and mental capabilities of the clients; the rules of the wards; outlines their responsibilities to the hospital and the client; describes the staff and institution limitations; helps the volunteers put their expectations into perspective; provides them with timelines and activities for the weekend; and, teaches them the basic communication skills needed for interaction with the clients. These trainings are essential for our volunteers and help prepare them for their interaction with the patients.

Ongoing Monthly Meetings

Esplanade Manor (which is the only hospital project that runs every week throughout the semester) provides the volunteers with monthly meetings to discuss activities and address any problem areas. These ongoing meetings are used to better prepare the volunteer for the next weeks experience.

Kids' Program

The Kids' Program is designed to meet the emotional, educational, social, psychological and recreational needs of children of all ages within the community, while providing the volunteer with a rewarding and quality experience. A variety of workshops are provided for the volunteers who work within the sub-programs of the Kids' Program and are designed to be program specific to help prepare the volunteer for his/her experience.

Project Pals (Big Brother/Big Sister) & Kids Opportunity Program

These projects provide the volunteers with the following workshops (each workshop is self-explanatory):

Communication Skills Workshops
Assertiveness Training Workshops
Child Assault Prevention Workshops
Child Abuse Workshops
Child Development & Interpersonal Relationships
Understanding Teens

Other requirements include the viewing of films relating to the above subjects. Each semester new workshops are added when applicable.

Classroom Aide/Tutorial/Bilingual Tutorial

Because each of these programs are designed to provide the volunteers with an opportunity to work within an educational setting and to provide teachers and children with educational assistance, all workshops have been designed to assist them in this experience. The workshops are as follows:

Understanding and Use of the Curriculum Library
Effective Math Games
Making Reading Fun
Credentialing Processes
All About the Open Classroom
Positive Guidance for Children
All About Gifted Children
Left/Right Brain Hemisphere - What does it Mean?
Career Planning

In addition to these workshops, a list of 19 program related films are provided to the volunteers to enhance their understanding of working with children in an educational setting.

Special Education

This program is designed with the special population in mind - individuals with some type of physical, mental or emotional handicap. Volunteers are provided with trainings that help them work with this special population in a big brother/big sister capacity, within a classroom setting or at local agencies and group homes. Currently we are in the process of designing more applicable workshops for this program. The workshops provided at this point are:

Music Therapy
Physical Education Capabilities
Behavior Modification Techniques
Simulated Disabilities Workshop
Working with the Special Populations - Pros & Cons

Additionally, a list of films is also provided.

Afterschool Activities

This project is designed to give the children of the community an opportunity to participate in productive afterschool recreational activities, as well as offering the volunteer with an opportunity to organize, plan and supervise a variety of craft and recreational activities. Workshops that aid them in their experience include:

Techniques for Effective Game Leading
How to Deal with Behavior Problems
Teaching Techniques
Craft and Activities Ideas
Child Behavior & Age Characteristics
How to Get Organized

This program also offers the volunteer ongoing meetings for planning, discussion and problem solving.

Information Network (Nexus)

This program rarely utilizes volunteers and when it does they are persons who have specific skills for completion of special projects; therefore, volunteer trainings are not applicable here.

Personal Growth Program

This program does not utilize volunteers so offers no volunteer trainings. It does, however, offer the teachers an opportunity to discuss any problem areas and make positive comments for program improvement through bi-session planning meetings.

SCREENING

Volunteer screening is of vital importance to any agency providing services to community members, particularly when children are involved. Optimistically one would hope that a 100% screening process could be achieved, but realistically it would be difficult to accomplish this with any screening process. There are personality and behavioral traits that are undiscernible in normal application and interviewing processes, particularly if the individual screening the volunteer does not have the skills necessary to recognize these traits. As problems arise, our system is revamped to protect against that same problem reoccurring. Each program has developed their own program specific screening process designed to insure that the volunteer is appropriate for serving in that particular program. Volunteer screening processes for our programs include:

Kids' Program

Application Process: all volunteers are required to complete all the forms in our application process. The applications include program and volunteer specific questions, vital information about the volunteer and appropriate professional, personal and academic references. All references are checked and verified using a Reference Verification Sheet designed to draw out specific information about the volunteer. After all references have been checked, the volunteer then goes through the interview process.

Interview Process: during this process the volunteers are asked specific questions designed to draw out information about their commitment, personality, what they think about children, why they are volunteering, what they expect to get out of the program, what they have to offer and discrepancies in information given by their references. The volunteer is also given situational questions that relate to the program and asked how (s)he would react in like situations. All the information is recorded and a determination is made by the group leader on whether that volunteer is acceptable or not. We hold the right to reject any volunteer we feel to be inappropriate.

When there is any question about the appropriateness of a volunteer, further screening is done. We request further references, have the volunteer interviewed by the Kids' Program Director and, if further concern exists, that person is interviewed by the Director of C.A.V.E.

Any volunteer who has committed a felony is subjected to a series of interviews before that person is ever placed in the programs. His/her records are verified, probation officer contacted and all areas of concern addressed to insure that this person is an appropriate volunteer.

Any volunteer doing community hours through the Court Work Referral Program is also subjected to additional interviews to determine the reason for the court action and to determine appropriate placement within our programs. Generally these persons are working off parking tickets or DUI offenses. We do not place persons working off DUI in our childrens' programs.

Once the volunteer has been accepted into our programs we begin the placement procedures, which requires additional screening on the part of the client. This will be discussed further in the section on Placement.

It is our hope that through this screening process we will be able to provide the children and schools with quality volunteers and a problem free experience.

Seniors Program

The screening process for this program is currently being revamped and will be consistent with the process used in the Kids' Program. The only exception, of course, is that the questions in the application and interviewing processes will be directly related to interaction with seniors.

Hospital Projects

No formal screening process is used for this program as the volunteers are constantly supervised during the weekend experience by C.A.V.E. group leaders and hospital personnel. We do, however, screen all Court Work Referral volunteers to insure their appropriateness in these programs. If problems arise on the weekend trips, those problems are immediately addressed by staff members and if a volunteer is deemed inappropriate while at the hospital, they are asked to leave the premises.

Information Network (Nexus)

Again, this program does not need a screening process as it does not utilize volunteers.

Personal Growth

Personal Growth utilizes an application, reference checking and evaluation process to insure that teachers are qualified to teach the classes.

PLACEMENT

Once the volunteer has been accepted into the program, (s)he is required to go through program specific placement procedures.

Kids' Program

Project Pals (Big Brother/Big Sister) & Kids Opportunity Program Placement Checklist:

*Check to see if the application and interviewing processes are complete.
*Emphasize time commitment, discuss volunteer's schedule and explain that failure to follow through on commitments made to the child could be devastating.
*Open up files to the volunteer and explain how they work and that it is important for them to be aware of the address and background of the child to insure that both the location and child are compatible with their needs before they make a selection. Attempt to place volunteers and children with similar interests and experiences.
*Attempt to place children classified as "priority" first.
*Once they have made a selection, explain their responsibilities in contacting the parents and give them timelines for doing so. If they are unable to contact the parent, then they must choose another child. The volunteer's name must be recorded in the child's file on the blue sheet attached to the inside of the file.
*Insure that all program paper work is complete.
*Give them a list and explain all workshops, activities, films, requirements and responsibilities.
*Set guidelines for interaction with the child and for first parent contact.
*Once contact has been established with the family and the family accepts them as a volunteer, they are requested to bring back a completed verification of placement form and the child release form to be placed on file.
*Encourage them to call if there are any problems.
*Set up first feedback session.
*Place the child's file in the placed file drawer.
*Insure that there is a rotation system for those children in the unplaced files so that they have an equal chance to be chosen.

- *Update files on a regular basis to avoid placing a volunteer with a child who no longer is in town. This saves everyone a lot of time.

Once the selection has been made, letters of introduction are sent to the parents of the children chosen. These letters tell the parent the name of the volunteer and provides them with a list of guidelines and parent responsibilities. We are requiring greater parent participation in the placement process and give the parent the final approval of the volunteer. If the parent feels that the volunteer is inappropriate, they have every right to request another volunteer. We find that if the parent has the opportunity to participate in the process that this helps alleviate problems down the line.

Classroom Aide/Tutorial/Bilingual Tutorial Program Checklist:

- *Check to see if the application and interviewing processes are complete.
- *Emphasize time commitment, discuss volunteer's schedule and discuss the inconvenience to the teachers and disappointment to the children if they fail to show up.
- *Open files of the teachers and children registered in the program to the volunteers and explain how they work. Emphasize the importance of picking a teacher, school and grade level that fits their needs, or a child who needs specific help in a subject area where they have the greatest strength.
- *Once they have made a selection, explain their responsibilities in contacting the school, teacher or child and give them timelines for doing so. If they are unable to to secure a placement at the school of their choice or with the child of their choice, they must choose another teacher or child immediately. The volunteer's name must be placed in the teacher's or child's file.
- *Inform teacher/school of volunteer placement and outline volunteer and teacher requirements and responsibilities.
- *Insure that all paperwork is complete.
- *Give them a list of workshops, films and activities.
- *Establish guidelines and responsibilities.
- *Once placement has occurred have the volunteer call C.A.V.E. to verify their placement with the school, teacher or child.
- *Give them timesheets to be kept with the teacher at the schools for verification of hours.
- *Encourage them to call if there are any problems.
- *Set up first feedback session.
- *Insure that all teachers are placed before placing more than one volunteer with a teacher.
- *Update files when necessary

Letters are sent out to schools to solicit teachers interested in having classroom aides or tutors. The teachers indicate the type of volunteer they are looking for, the days and times they need the volunteer and what they expect the volunteer to do. Placements are based upon returned request forms. Once teachers and children are on file we attempt to fill each request. Generally, we are able to fill most of the teacher requests, but our need for individual tutors far exceeds our supply. We service all schools in the Chico Unified School District, Notre Dame Elementary School and the Chico Montessori Child's House.

Special Education Placement Checklist

The big brother/big sister component of this program uses the same checklist as Project Pals.

The school placement component of this program uses the same checklist as Classroom Aide.

The group home component of this program uses no specific placement procedure as a set group of volunteers are assigned to a group home and are supervised by C.A.V.E. and group home staff members. The volunteers have an opportunity to choose from any group home we currently serve.

Afterschool Activities

There is no specific placement procedure in this program as volunteers are supervised by C.A.V.E. staff members. The volunteers have an opportunity to choose from any one of the four schools we serve. Generally, volunteers choose the school program that fits their class schedule and which offers the least distance to travel.

If we are unable to place our clients with volunteers, each program sends out a notification letter to each client not placed for the semester.

Seniors Program

The current procedures for the Seniors Program are being revised and will be similar to those used in the Kids' Program.

*Check to see if the application and interviewing processes and all forms are complete.
*Emphasize time commitment and requirements of the program and explain ramifications to the senior and volunteer if they do not follow through on their commitment.
*Open up files to the volunteers and explain how they work. Emphasize the importance of choosing a senior with compatible interests and background

and insure that they have adequate transportation.
*Once selection is made, arrange a time for the senior and volunteer to meet. If the placement is acceptable with both the senior and the volunteer, place the volunteer's name in the files.
*Insure that all paperwork is complete.
*Give them a list of all workshops, activities, meetings, responsibilities and guidelines.
*Encourage them to call if there are any problems.
*Contact the grandparent and volunteer early in the volunteer experience to insure that the match is working out. If it is not, a new placement must be done immediately.
*Update files on a regular basis.

Volunteers are matched with their senior based on information taken from their interview and application form. The fieldworker accompanies the volunteer on the first visit in order to break the ice and to put the volunteer and senior at ease.

Hospital Projects

No specific placement procedures are used in this program. After the orientation and contract processes are complete, the volunteer chooses both the program and the weekend which fits his/her needs. Placement on specific wards at the hospitals is generally determined by the group leader or hospital volunteer coordinator.

Information Network (Nexus) and Personal Growth Program

Volunteer placement procedures are not applicable for either of these programs.

EVALUATION PROCESSES

To reiterate the Program Checks and Balances section of this paper, program evaluations are accomplished in the following ways:

*Through the use of one-on-one feedback sessions throughout the semester.
*Through ongoing client and student contacts.
*Through the use of formalized evaluation forms covering both the volunteer and the program.
*Through the use of log sheets for verifying the experience.
*Through group leader and fieldworker on-site verifications.
*Through the use of ongoing volunteer journals and papers.
*Through the use of time sheets verified by the teachers.
*Through on-site observations.
*Through the use of the cross-reference form as verification of completion of all program requirements.

VOLUNTEER GRADING PROCEDURES

C.A.V.E.'S grading procedures were outlined in the Programs section of this paper under the sub-title C.A.V.E. Grading Procedures.

V. FUNDING

SOURCES

C.A.V.E.'S current funding sources are as follows:

1. Associated Students Activity Fee
2. Federal Work Study
3. United Way of Butte County
4. Chico Unified School District
5. Children's Fund - Donations/Reimbursements
6. Fund Raising
7. Personal Growth

Each of these sources has their own set of procedures and requirements that must be adhered to. All money transactions dealing with these funding sources are done through the Associated Students Accounting unit, who act as our Fiscal Agent. Auditing of our accounts is provided on a yearly basis by the Associated Students Auditors - Price-Waterhouse.

The following represents a simplification of our budgeting requirements and additional information is available upon request.

Associated Students Funding Requirements/Procedures:

The monies received from the Associated Students Activity Fee constitutes approximately 75% of C.A.V.E.'s total budget. All budgeting procedures and requirements are set down by the Associated Students Board of Directors in the form of a Program Director's Operating Manual. This manual supplies us with information on the following areas:

Terminology
Revenue Sharing Procedures
Criteria for Program Evaluation
A.S. General Fiscal Policy
A.S. Disbursements Procedures

This comprehensive manual outlines all requirements and if any questions arise concerning budgeting processes and requirements, the A.S. Controller, the head of A.S. Accounting, the A.S. General Manager and the A.S. Personnel Manager are available to clear up any issues. A copy of this manual is available upon request from the A.S. Government Offices.

Federal Work Study Funding Requirements/Procedures:

Federal Work Study constitutes our second largest source of funding. The work study budgeting, recruitment, hiring, supervision and dismissal procedures are handled in accordance with the guidelines set down by the Federal Government for all work study students. The official attendance clerk for our work study students remains the responsibility of A.S. Accounting.

We have established a priority system for distribution of work study monies. We generally hire between 7 and 11 work study students out of our 40-50 staff members and distribute the monies in a hierarchial manner in which Program Directors are given first priority, then monies are divided in terms of responsibilities and importance of the program position. This insures continuity and longevity in our key staff positions. All in-house work study budgeting is maintained by the Office Manager under the supervision of the C.A.V.E. Director.

United Way of Butte County Funding Requirements/Procedures:

The United Way maintains its own budgeting system and provides all member agencies with a specific Program Planning and Budgeting manual. This manual outlines:

United Way Budgeting Philosophies
Financial Reporting Form Use
Definitions of Object Expense Categories

Additional guidelines are given for the required agency presentation to the United Way Board of Directors and for restrictions on agency fund raising activities during the dark period (the major campaign drive). The United Way agency provides a budgeting workshop before the budgeting process begins to insure that everything is done correctly. In addition to the budgeting presentation to the United Way Board of Directors, a Citizen Review Committee conducts an onsight visit to our agency to determine if we are complying with United Way regulations. The United Way sends us a monthly allocation check which is deposited with A.S. Accounting in the appropriate United Way program line items.

Additionally, we comply fully with the United Way fund raising policy, the advertising policy which requires C.A.V.E. to mention that we are a United Way agency in all our PR and to the requirement that we maintain active involvement in United Way activities. (Copies of United Way policies and budgeting procedures are available upon request.)

Chico Unified School District Funding Requirements/Procedures:

C.A.V.E. maintains a contract with the Chico Unified School District to supply classroom aides, tutors and bilingual tutors to all the schools within the district. There is no formal budgeting process as a contract is submitted with a letter indicating how many aides and tutors C.A.V.E. will supply the district and this information is included in their general budgeting processes for approval. In addition to the requirement of supplying the schools with aides and tutors, we supply the district with aide/tutor evaluations provided by the teachers to justify further funding. These evaluations are turned in to the district at the end of every semester accompanied by a request for payment. All monies are deposited into an Auxiliary Account with A.S. Accounting and later transferred into the appropriate budget line items.

Children's Fund Requirements/Procedures:

The Children's Fund is an Agency Auxiliary Account that was set up to handle donations, gifts and reimbursements designated to C.A.V.E. All fund raising monies are deposited into this account and later transferred into the appropriate budget line items. Basically, this is C.A.V.E.'s reserve account and money is taken out of this account every year and put into general program accounts. All the accounting procedures and monitoring for this account are set down by A.S. Accounting.

Fund Raising Requirements/Procedures:

Fund raising is a major requirement set down for programs funded by the A.S. Activity Fee Board and we actively look for new ways to make money each year. We must, however, work within the restrictions laid down by the United Way and not do any fund raising during their major campaign efforts unless we have their specific permission. C.A.V.E. is involved in the following fund raisers during the year:

Early Semester Plant Sales
Oktoberfest booth
Christmas Faire (C.A.V.E.'s largest benefit fund raiser)
Bike Raffle
Dunking Booth
Bake Sales
Miscellaneous fund raisers done for C.A.V.E. by sororities, fraternities and outside organizations

All money transactions for our fund raisers are done through our Children's Fund Auxiliary Account with A.S. Accounting and all requirements for these fund raising efforts are adhered to. Later monies are transferred into the appropriate budget line items.

Personal Growth Requirements/Procedures:

Personal Growth monies are not reflected in C.A.V.E.'s budgeting processes because of the nature of the program. Personal Growth is not considered one of C.A.V.E.'s core programs and is maintained on a "make it or break it" self-supporting basis. As long as the Personal Growth budget is maintained in the black, then the program remains in existence. All money transactions are conducted through an A.S. Auxiliary Account. We maintain our own system of paper work for this program, but comply with all the regulations set down by A.S. Accounting.

We offer a Fall and Spring session which consists of approximately 40 8-week classes. Some short-term workshops are provided when the need arises. The classes and teachers are evaluated at the end of every session to insure that a quality program is provided to the community.

We contract directly with the teachers to perform a service at a rate of payment of 60% of all income brought in for that class. C.A.V.E. retains 40% of all income to pay for advertising, excess accounting, rent for facilities, office supplies and printing costs. Class refunds are taken from the teacher's income. Again, the Personal Growth Program only exists as long as the expenditures for this program do not exceed the income brought in during registration.

All of the records for the above listed funding sources are available through Associated Students Accounting and explanation of any of the accounts or procedures used is available upon request.

VI. FUTURE PROGRAM CHANGES AND PROJECTIONS

C.A.V.E. is in a constant state of flux, new programs come and go, old programs are evaluated and eliminated, the staff continually changes, programs are evaluated and changed on a regular basis and we constantly seek out new funding sources.

Each year C.A.V.E. reviews its existing programs and makes recommendations for change. This year the following recommendations have been made by the staff, Steering Committee and Advisory Board:

*To change and improve our recruitment processes to include the establishment of of the positions of Recruitment Director and Community PR Coordinator; the establishment of C.A.V.E. Day in the quad to provide the students with an opportunity to obtain program information in a centralized location; the updating of all recruitment flyers and brochures; a closer interaction with the dorms; and, the development of community displays.

*To evaluate the positions of Director and Office Manager with recommendations for funding of these two crucial continuity positions.

*To develop new programs, i.e. Friendship Circle Pet Therapy Program and expansion of the Special Ed group home project in Chico.

*To establish a volunteer base at Butte College in conjunction with the Sociology Department so that we can service the client needs of Paradise and Oroville.

*To seek out funding sources to address the needs of latch-key children and apply for potential funds if possible.

*To eliminate Project Respond because the services have been absorbed by other community and univerversity sources.

The revolving nature of C.A.V.E.'s staff provides for an ongoing opportunity to evaluate and change programs. That is the beauty of C.A.V.E.'s staff and programming - with new staff members come new ideas for change and new programming efforts which enables C.A.V.E. to be an umbrella program for the changing needs of the community.

APPENDIX C

COMMUNITY ACTION VOLUNTEERS IN EDUCATION
BUDGET FY 1988-89

INCOME:

Associated Students (AS) Activity Fee	$47,536
Associated Students Revenue Sharing	353
United Way of Butte/Glenn Counties	7,640
Chico Unified School District	2,500
Federal Workstudy (less 4,200 AS match)	9,800
Children's Fund	2,225
Reimbursements	675
Fundraising	2,600
SUB-TOTAL	73,329
In-kind from University Departments	250
In-kind Rent	14,500
TOTAL INCOME	$88,079

EXPENDITURES:

Salary and Wages	$33,698
Federal Workstudy (plus 4,200 AS match)	14,000
AS pays FICA	2,736
FICA Employer Share	2,736
State Unemployment Insurance	169
Workers Compensation Insurance	236
Health Insurance	4,090
Life Insurance	97
Employee Choice Benefit	1,685
Dental Insurance	384
401K Retirement	1,348
Defined Retirement	2,696
Postage	523
Telephone	3,325
Travel and Lodging	730
Training and Professional Meetings	475
Repair and Maintenance of Equipment	325
Advertising and Publicity	850
Rent	14,500
Office Supplies	1,575
Copy Costs	375
Activities	1,050
Volunteer Recognition	476
TOTAL EXPENDITURES	$88,079

Innovation and Change In State Colleges and Universities

The G. Theodore Mitau Award, 1988

> *"What is*
> *important*
> *is an attitude*
> *that welcomes change,*
> *a commitment*
> *to explore new*
> *approaches."*
>
> —Mitau

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aascu℠
American Association
of State Colleges and Universities

APPENDIX D

AASCU is an organization of more than 370 state colleges and universities located throughout the United States, Guam, and the Virgin Islands. The member institutions educate one out of five of all U.S. college students and about one out of three students attending four-year institutions. AASCU institutions have a strong commitment to provide educational access to members of their communities and regions, a commitment reflected in their low-cost, high-quality undergraduate programs, responsive continuing education programs, and extensive public-service programs. Two-thirds of the institutions offer graduate programs, many have doctoral programs, and a growing number offer study opportunities at the less-than-baccalaureate level. Their unique strengths are represented in high-quality undergraduate education that combines the values of the humanities with the skills and knowledge of professional and applied career-oriented programs.

Innovation and Change in State Colleges and Universities

aascu
American Association of State Colleges and Universities
One Dupont Circle/Suite 700/Washington, DC 20036-1192
202/293-7070

Allan W. Ostar, President
November 1988

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The G. Theodore Mitau Award

The Award

For the past nine years the American Association of State Colleges and Universities (AASCU) has presented the G. Theodore Mitau Award for Innovation and Change in Higher Education to a state college or university that has demonstrated a strong commitment to academic improvement, innovation, and educational excellence. That commitment is expressed in high-quality programs that break new academic ground in order to meet changing educational needs. AASCU institutions have been recognized for innovative programs in areas ranging from assessment to teacher education, and from internationalization to public service. Throughout, AASCU institutions have shown, in the words of Mitau himself, "an attitude that welcomes change, a commitment to explore new approaches."

In this tenth and final year of the Mitau Award, AASCU once again confers the award to recognize the achievements of one of its member institutions and to encourage other institutions to seek creative, nontraditional approaches that may be more effective than standard academic practices in the circumstances of a changing educational environment. Although this is the final year of the formal Mitau Award, AASCU hopes that this spirit of commitment to innovation will continue to be a trademark of our nation's state colleges and universities.

The Educator

The AASCU Board of Directors established the award in 1979 to honor the contributions of the memorable educator Ted Mitau. The title of the award could not be more appropriate or well deserved. During his forty years of service as an administrator and teacher, Mitau advocated innovative changes in higher education to meet the emerging needs of new students. As chancellor of the Minnesota State University System from 1968 to 1976, Mitau united state colleges into a cohesive university system. He was instrumental in founding Metropolitan State University, a university without walls where students who have left the mainstream of education can reenter and receive credit for learning from their life experiences.

Mitau's new ideas in such areas as program development, admissions, and outreach benefited AASCU institutions and the entire higher education community. He was influential in the creation of the Fund for the Improvement of Postsecondary Education (FIPSE) and mobilized political support to authorize the now-successful Department of Education program. He later served on the Board of Directors of FIPSE. Mitau was chairman of the Association's Task Force on Innovation and Change in Higher Education.

A noted political scientist, Mitau taught at Macalester College in Minnesota for nearly thirty years. After his chancellorship he returned to teaching as a distinguished service professor of the Minnesota State University System and lectured at Minnesota campuses until his death in July 1979.

The Process

In the spring of 1988, AASCU invited the president of each member institution to nominate his or her institution for the 1988 G. Theodore Mitau Award, citing either a single program or the entire institution.

The Mitau Award Subcommittee of the AASCU Committee on Undergraduate Education evaluated the nominations and selected the award recipient, with the concurrence of the AASCU Board of Directors. Nominations were judged for their overall strength, with particular consideration given to the following factors: educational improvement; innovation and excellence; and benefits to students, the institution, faculty members, and administrators. Recognizing that, for a variety of reasons, many excellent concepts are never realized and many fine programs do not survive the test of time, reviewers also looked for evidence of successful outcomes. In all cases, the program nominated should have been in operation long enough to indicate continued viability.

The criteria for evaluating the awards were flexible enough not to constrain inventiveness or eliminate truly innovative and nontraditional programs. Nominations included innovative approaches to a variety of academic and institutional activities ranging from curriculum development to financial management and public service; as a result, the relative importance of a single evaluation criterion varied according to the type of program being nominated.

The Reviewers

In the tenth and final year of the Mitau Award, AASCU would like to extend sincere appreciation to the members of the AASCU Committee on Alternatives and Innovation in Higher Education who devoted so much time and effort to selecting the award winners over the years. The people involved in the decision-making process have contributed to the ongoing success of the Mitau Award.

The Committee on Alternatives and Innovation in Higher Education is now part of the Committee on Undergraduate Education. AASCU would also like to thank the members of the Committee on Undergraduate Education who stepped in and contributed to the Mitau Award process in its final year.

The 1988 Mitau Award Subcommittee of the Committee on Undergraduate Education

President Joseph D. Olander (Chair)
The Evergreen State College (WA)

President James W. Hall
Empire State College (NY)

President Gordon Lamb
Northeastern Illinois University

President Gerald Lynch
City University of New York, John Jay College of Criminal Justice

President Charles McClain
Northeast Missouri State University

President George A. Pruitt
Thomas A. Edison State College (NJ)

President Lee A. Vickers
Lewis-Clark State College (ID)

Gweneth W. Kaebnick
AASCU Staff Liaison

Responding to Changing Educational Needs

It is an appropriate occasion, in this tenth and final year of the Mitau Award program, to recognize the spirit of innovation that characterizes AASCU institutions. Many of them pride themselves in constantly applying original solutions to unprecedented problems.

The innovative spirit of AASCU institutions may be credited in large part to their unique history. Since their emergence after World War II, many in transition from state teachers colleges or normal schools, state colleges and universities have been forced to respond rapidly to changing societal demands. First in serving the thousands of returning servicemen enrolling under the GI bill and later in meeting the needs of soaring populations, AASCU institutions have continually met the changing pressures of their constituencies.

It is no surprise, given such a history, that AASCU institutions have come to exemplify innovation to the educational community. While many institutions are facing problems such as how to meet the needs of nontraditional students for the first time, state colleges and universities have already developed strategies for coping.

In an effort to characterize this spirit of innovation, so that it might become more widely understood and embraced, directors of innovative programs that have been recognized in past Mitau competitions were interviewed in an effort to understand more thoroughly understand the phenomenon of innovation: How and why does it occur? What climate fosters it? What can others learn from successful innovation?

Fortunately, these innovators had plenty of advice and suggestions for others. They presented a variety of reasons for spearheading their innovative programs, such as the desire to remedy some perceived shortcoming; the need to develop a new program to serve a potential pool of applicants; the need to cut costs and operate more efficiently; the need to boost declining enrollment; personal or institutional research interest; the wish on the part of the administration to regain control in a particular academic area; and pure altruism.

While many of these institutions were forced to innovate for one or more of these reasons, equally many of them attempt to foster innovation in any circumstance in the belief that lasting change emerges from environments that encourage new efforts. According to innovators at these institutions, a few essential things are needed to nurture creative ideas: a few decision makers in the institution's hierarchy who are broadminded, who see the inherent value of experimentation; one or two individuals who have a personal investment in the cause and who see it as their responsibility to carry it through; and a dedicated, committed leader who is able to recognize and articulate a brighter future.

Those who wish to innovate at any institutions need not reinvent the wheel. When it comes to the basics of initiating a new and potentially controversial program, successful innovators recommend these strategies:

At the outset . . .

- Identify a need and design a program or service to fill it. Set modest and realistic goals with which to begin.

- Document plans thoroughly with references to pertinent research literature. Check with other institutions to determine whether someone else has already done the groundwork.

- Have a clear vision of the project's direction and be prepared to defend potential problems to top adminstrators and others who will be affected by the changes.

- Draw, if possible, from constituencies that will benefit from the proposed to recruit dedicated, enthusiastic, staff who work unselfishly. Orient and train them thoroughly.

On a broader level . . .

- Be familiar with any institutional internal procedures or legal ramifications that are relevant to the proposed changes.
- Encourage people to join an open planning committee. The more people involved, the greater the movement's momentum. In the end, however, be certain that just a few people are accountable for seeing the project through to completion.
- Determine the project's costs realistically and devise ways to make it self-sufficient. People are more receptive to a new idea that doesn't involve reallocating their funds.
- Pay attention to detail, no matter how boring the "nuts and bolts" may be. There are no short cuts to quality.

When you're off and running . . .

- Establish and implement a formal evaluation plan.
- Provide for "back up" support in the event that the prime mover leaves his or her position.
- Enlist the support of the community whenever possible.
- Strive to have the program institutionalized within the college or university.

Much of what distinguishes successful innovative ventures from failed ones lies in subtleties. Lesson One, say veteran innovators, is learning to mobilize support. How does one build momentum? Is there a way to keep enthusiasm from waning during stressful periods? Those who have achieved success through the early stages of new programs say that the key lies in understanding human nature from the beginning.

- Define the project's goals as broadly as possible and allow as many people as possible to feel ownership of it.
- Don't exclude anyone from the planning process, even if they have no apparent relationship to the proposed program.
- Create an atmosphere that invites contributions, where everyone involved feels like a key player.
- Be able to gain intrinsic satisfaction from the work itself. The rewards will be a long time in coming, if at all.

The program descriptions in the following three sections of this booklet are intended to serve a twofold purpose. On the one hand, they present practical models of innovation designed to serve as the basis for enriching new programs on other campuses. At the same time, they also capture the commitment that has come to distinguish AASCU institutions.

1988 G. Theodore Mitau Award

Winner
California State University, Chico

Special Commendations
City University of New York, Brooklyn College
Florida Atlantic University

G. Theodore Mitau
Award Recipient, 1988

Community Action Volunteers in Education

California State University, Chico

Contact: Janet Richmond
Director, CAVE
West Second and Cherry Streets
Chico, CA 95929-0750
916/895-5817

One of the many CAVE Classroom Aides working with the children in a local elementary school.

Each year, more than 1,500 students at California State University, Chico enhance their educational experience by volunteering for the Community Action Volunteers in Education (CAVE) program. Through this program they share their resources, interests, and talents with more than 10,000 children, elderly, and low-income residents in the Chico area and in three state institutions in the Napa and Sonoma Valleys.

CAVE, created in 1966 to aid disadvantaged students in Chico Public Schools and the Gridley Farm Labor Camp, represents 21 years of commitment to co-curricular learning and volunteer community service on the Chico campus. When the program first began, 40 student tutors set out to motivate some disadvantaged students in the area by giving them individual academic attention. They also hoped to gain relevant teaching and leadership experience for themselves at the same time. Their plan worked so well that 250 tutors volunteered the next year.

The enthusiastic student volunteers in the early years of CAVE helped the program grow from a small-scale community volunteer program to the largest university program of its kind in California. As part of their effort to expand the programs, a group of students, advised by CSU faculty and staff, wrote a grant proposal to the U.S. Department of Labor's Coalition for Youth Action in 1968. With the $22,000 grant that followed, some additional university support, and a $3,500 grant from the Associated Stu-

A CSU student visits with a resident from the Veteran's home in Yountville. The CAVE volunteers travel three hours south to spend the weekends with the residents.

dents, CAVE became the umbrella organization for a number of different community service programs. With the advent of new programs, the volunteer numbers increased to 900-1,000 in 1968, 1,400-1,500 in 1969, and has maintained a consistent 1,5000-2,000 volunteers per year in the 1970s and 80s.

CAVE's goals, objectives, and programming philosophy—centered around providing students with meaningful, experiential learning programs while serving a broad base of community needs—have remained fairly consistent over the past 20 years.

Currently, CAVE places student volunteers in the following 14 programs:

- *Project Pals* matches volunteers with 5-12-year olds for a one-on-one interpersonal relationship
- *Teen Opportunity Program* aims to accomplish the same goals as "Project Pals" but serves adolescents
- In *Afterschool Activities* volunteers go to two local grade schools to provide recreational activities for the "latchkey" population
- *Tutorial/Bilingual Tutorial* offers tutoring services for local children
- *Special Education* provides various types of support and recreation for special education classes
- *Summer Kids Activity Program* provides recreational activities for low-income children who otherwise would not have the opportunity to participate
- *Project Whiskeytown* makes counselors available each week in the spring for an outdoor education camp for sixth graders
- *Adopted Grandparents* matches volunteers with elderly residents in the community
- *Friendship Circle* organizes groups of volunteers to visit convalescent home residents
- *Project Napa* volunteers visit developmentally disabled residents of the Sonoma Development Center
- *Project Yountville* organizes volunteers to work with elderly veterans at the Veterans Home of California
- *Esplanade Manor* volunteers work at a local psychiatric board and care facility

- *Volunteer Income Tax Assistance* offers free tax assistance for low-income disabled and elderly clients
- *Information Network* volunteers handle CAVE's public relations and media exposure.

CAVE is operated almost entirely by students. The 50-55 students work under the guidance of two paid professionals, a director, an office manager, and an advisory board made up of a faculty member, a student activities advisor, a community representative, and an Associated Students representative.

Every semester, university faculty and staff are instrumental in training the staff and volunteers on a variety of topics ranging from leadership styles, conflict, time management, child abuse prevention, educational games for children, work with the emotionally disabled, and much more. In return, the student staff are responsible for all program planning, volunteer recruitment, screening, training, and evaluation.

California State University, Chico is one of the few universities to recognize the value of the co-curricular experiences of the staff and volunteers and supports this by offering 1-3 units of credit through the departments of health and community services, social work, sociology, and education.

Each major program has an academic department advisor. The program directors and the director of CAVE are responsible to that person for compliance with the academic guidelines set down by the university department and as reflected on the class syllabus.

In addition, CAVE has had a very positive working relationship with the Chico Unified School District.

Since its inception in 1966, CAVE has literally placed thousands of aides and tutors in classrooms as well as sponsored after-school activities for children.

The Ford Colloquium

City University of New York,
Brooklyn College

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Through interdisciplinary seminars and close faculty contact, students in Brooklyn College's Ford Colloquium are introduced to the rigors and rewards of college teaching.

The nation's present faculty may retire in unprecedented numbers during the next two decades, and the void could leave colleges and universities around the country shorthanded. In 1985, when the Ford Foundation invited 39 colleges and universities to launch an initiative to reverse the trend—by improving the quality of undergraduate education, strengthening the engagement of faculty in undergraduate teaching, and recruiting the next generation of faculty—administrators at City University of New York, Brooklyn College were ready.

Invited to participate because of its strong undergraduate curricula, the ethnic diversity of its student body, and its past success in producing doctoral candidates, Brooklyn College submitted a proposal and soon became one of the first group of institutions to receive funding from Ford for the initiative. In the fall and spring of 1986 and 1987, 25 faculty members working in five committees planned the details of a program to identify, recruit, and train undergraduates to be the next generation of college faculty. The first group of students was welcomed to the program in May 1987.

The program, called the Ford Colloquium, includes summer courses introducing the pleasures and processes of research; seminars emphasizing research methodology and critical analysis of the assumptions underlying traditional academic disciplines; an advising and graduate school admissions assistance process; teaching experience; practical internship experience in museums, libraries, or laboratories; and a generally broadened outlook through a series of lectures and colloquia. Students are supported throughout with full-tuition scholarships and funds for related activities—such as access to specialized research materials and attendance at professional conferences.

The faculty committees charged with planning the colloquium focused their discussions on the future of higher education, particularly the probable effects of an increasingly diverse student body and faculty on what would be taught, how it would be taught, and how the definition of legitimate academic enterprise might change. New academic disciplines, research methodologies, and paradigms of knowledge have already altered the academic landscape since the current generation of faculty was in graduate school, and the pace of change seems likely to accelerate.

The committees set their sights high. The new goal for the initiative was to find the faculty of the future and to prepare them to realize the creative possibilities offered by a period of rapid learning, while coping with the intellectual and institutional stresses that inevitably accompany it. The planning committees also wanted to give the students direct experience in research, teaching, and academic decision making to help them decide whether the academic life would suit them, and to give them a head start as graduate students and young faculty. Most of all, they wanted to create a collegial atmosphere, often lacking at commuter campuses, in which students and faculty could meet frequently and informally discuss their work.

Ford students take five required courses in addition to the college's core curriculum and the requirements set for a major in one of the academic departments. The courses are designed to provide several kinds of research experience, to familiarize students with research methodology in various academic fields, and to sensitize them to issues of paradigm maintenance and change within the disciplines.

In addition to the required courses, the colloquium seeks to broaden the students' preparation for academic life with other relevant activities. To gain experience in teaching, students are required to work for at least one semester as a tutor in the college's Core Peer Tutoring Program or in the Writing Center. They are also encouraged to spend the summer after their junior year working off campus in a library, museum, or laboratory in order to explore the possibilities of academic life in other settings.

Finally, there is a full calendar of special events, with a view to increasing the students' intellectual and cultural sophistication, and to creating opportunities for meeting informally with the faculty in an atmosphere that encourages a free exchange of ideas.

All students are required to take an active part in managing the colloquium, thereby gaining valuable insight into academic decision making. A faculty director coordinates the various aspects of the program and does whatever is necessary to keep the enterprise running smoothly.

Lifelong Learning Society

Florida Atlantic University

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Florida Atlantic University, located in Boca Raton, where increasing numbers of retirees are making their home, is committed to making older students feel welcome on campus. The centerpiece of its effort is the Lifelong Learning Society (formerly the Society of Older Students), boasting a membership of 2,800 men and women—all over the age of 60, and all taking credit and noncredit courses at the university.

The Lifelong Learning Society has proven enormously successful. Several of its members are currently completing degree requirements for both bachelor's and master's degrees. The society's general meetings turn out 400 to 500 people to hear faculty speak on contemporary issues, and some 230 have become life members through their financial contributions to the society. Also, society members have already contributed $20,000 of a four-year $100,000 pledge to the FAU Foundation, which, when supplemented with an additional $50,000 from the State of Florida's Matching Grants Program, will endow a professorship in the social sciences.

Helen Popovich, president, Florida Atlantic University congratulates SOS Director Sol Kolodny on his impending retirement.

In 1980, the legislature enacted a law in 1980 providing that legal residents of Florida over the age of 60 could enroll as audit students on a space-available basis at no cost at any of the state's nine public universities. At that point, nobody could have predicted the success of the resulting Lifelong Learning Society that would be flourishing 10 years later—nobody, that is except for Sol Kolodny, a retiree who had recently moved to Florida and was determined to stay intellectually active and involved.

No obstacle could stand in the way of Kolodny's encouraging older students to audit or to enroll in credit courses as nondegree-seeking, but full-fee-paying, students. He even arranged for the development of special noncredit lectures featuring topics of special interest to mature men and women.

Working closely with members of the administration and the academic units, he gave years of volunteer leadership to the formation of the Society of Older Students, which in 1988 was renamed the Lifelong Learning Society. The organization's members ultimately provided advisers to assist in course registration and counselors to encourage the hesitant, and also encouraged the seniors to recognize their obligation to provide voluntary financial support for all the advantages the university provided free of charge.

The obstacles faced by the administration and the early members of the society were numerous. The legislature provided no funding for administering the program or advising the audit students. Nor was there general acceptance among faculty members, some of whom were apprehensive that auditors might disrupt the normal operation of the classroom. Students also wondered about what would happen with men and women over sixty—many in their seventies and some in their eighties, in the cafeteria, the classrooms, the library, and other common areas.

But with the university's strong commitment to public service, to continuously strenghthening its town-gown relationship, and to making older students feel part of campus life, and with the enthusiam of the older students themselves, lifelong learning was to be more than a goal in the mission statement; it was to be a reality for these people who would serve as a living example for the traditional student.

The society became the group that smoothed over the occasional generation-gap conflicts that arose concerning space in the cafeteria, library privileges, student rates for admission to campus performances, the level of participation that seniors should be allowed in classes, why some professors would not allow auditors, and classes that never had "space available." Neither the administration nor the society acknowledged any of these as insurmountable problems. Working together, the groups developed acceptable procedures, and the seniors came to be viewed as a strong support group for FAU. When legislative budget requests needed extensive lobbying, the society mobilized its forces, and its message was clearly heard and heeded by the legislators. The university is located in the midst of a large and growing retirement haven; seniors are a force with which to be reckoned.

SOS volunteers preparing for their advisory duties on first day of registration are (left to right) Dorothy Lasky, Anita Kolodny, Ruth Wayne, Nat Neuer and Bill Smith (standing).

The society grew in numbers and organizational strength to the point that the task of administering its programs required not just volunteers but a directly accountable person. Harold Wayne, a society member and volunteer successor to Sol Kolodny, was employed by the university as the full-time director of these programs.

Under Wayne's direction, the society has built up a broad array of noncredit courses that attract hundreds of participants and provide a very respectable supplemental income for members of the faculty who teach subjects as diverse as art, economics, history, ocean engineering, and sociology. Costs to the participants are modest, but the popularity of the offerings has enabled the society to both pay the costs involved and to accumulate significant resources which they in turn have donated to the university.

Choosing projects of benefit to the entire university community and of high priority for the university president and the FAU Foundation, they contributed $5,000 for furnishings in the Special Collections Room in the library, and a number of annual scholarships. They provided funds for the restoration of a sculpture in the University Center when students became concerned over its removal during a renovation project. And, most recently, they made the first of five payments toward their pledge of $100,000 for an endowed professorship.

In a period when many people are becoming increasingly aware of the increases in the older population, Florida Atlantic University's Lifelong Learning Society represents an innovative adaptation to demographic changes.

The society is a merging of interest that ensures benefits for the university and its "regular" students and faculty, while serving the broader community by unleashing of the not-yet-fully realized talents available through the active participation of this growing segment of the population.

More Good Ideas

The 63 programs described in this section were nominated by their institutions in the 1988 competition for AASCU's G. Theodore Mitau Award for Innovation and Change in Higher Education. Although they were not selected to receive the Mitau Award, they demonstrate creative approaches to such academic and administrative concerns as student access and retention, teaching and learning, improvement of curriculum, faculty and administrative development, finance and management, and public service.

Appalachian State University

An Appalachian Summer

Contact: Robert Chumbley
Artistic Director
An Appalachian Summer
Appalachian State University
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Boone, NC 28608
704/262-6084

An Appalachian Summer, a season-long festival of music, art, theater and dance at Appalachian State University, brings cultural offerings to students, the community, and audiences from surrounding states. Art exhibits, fireworks, and such performers as the North Carolina Symphony, the North Carolina Dance Theater, the Broyhill Chamber Ensemble, Roberta Peters and Doc Severinsen entertain, enlighten and fill a need for meaningful and enjoyable summer activities in western North Carolina.

Eastern Michigan University

World College

Contact: Dr. Ray Schaub
Interim Director, World College
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Eastern Michigan University
Ypsilanti, MI 48197
313/487-4448

Since its establishment in 1987, Eastern Michigan University's World College has helped promote, guide and fund the internationalization of programs and activities throughout the university. The World College, a self-sufficient entity, has accomplished internationally focused initiatives in the areas of external funding, interdisciplinary cooperation, professional training, institutional cooperation, collaboration with government agencies, student and faculty development, and information services.

Illinois State University

Illinois Consortium for International Education

Contact: Dr. Art Adams
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College Relations
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309/438-7051

In 1986, Illinois State University, in conjunction with 10 public community colleges, developed the Illinois Consortium for International Studies. The Consortium, designed to develop study abroad programs for community college students, now includes 31 of the 39 districts in the state and two private junior colleges in Illinois. During the first five terms, London has been the classroom for 160 students and 20 faculty members from member institutions. In addition to providing overseas study experiences for students, the program has attempted to "internationalize the community college" by providing international faculty development opportunities in Europe and the Far East.

Millersville University of Pennsylvania

Cooperative Nursing Program

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Millersville University's Cooperative Nursing Program, designed to address a nursing shortage exacerbated by closing diploma nursing programs, combines the best features of the diploma and liberal arts and sciences BSN models. The collaborative undertaking by Millersville University, community hospitals, and a private philanthropic organization resulted in $730,000 to implement the new program. The venture reversed declining enrollments at regional diploma programs, supported construction of a university science wing, led to full NLN accreditation of the BSN program, and contributed to trustee recognition of the School of Science and Mathematics as a Sphere of Excellence.

Old Dominion University

USA-USSR Youth Summit Teleconference Series

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Old Dominion University's USA-USSR Youth Summit Teleconference Series, broadcast simultaneously by PBS and Soviet State Television, links higher education and secondary schools in promoting global understanding. The Center for Instructional Services formed an advisory committee of social studies specialists, university faculty and others with Soviet expertise, to define the major USSR interests of American secondary school students. The subjects were carefully detailed in extensive videotaping of street scenes and interviews in the Soviet Union and fully developed in the curriculum and reading guides for the three programs. The project was the first in a series to develop global understandings through the use of satellite technology.

University of Missouri at St. Louis

Partnerships for Progress Bridge Program

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The Partnerships for Progress Bridge Program, a joint venture initiated by the University of Missouri at St. Louis, local school systems and private businesses, is designed to improve educational opportunities for metropolitan St. Louis students. The Bridge program encourages students, particularly those showing aptitude or interest in mathematics and science, to succeed in secondary school and to continue their education after high school graduation. Program services include instruction and tutoring in mathematics, the sciences, computer science, study and communication skills.

University of Wisconsin-Eau Claire

Establishment of an Off-Campus Nursing Program Using a Multi-Model Approach

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This "multi-model" nursing outreach program, designed to prepare baccalaureate-degree nurses for rural areas and to accommodate the educational needs of nontraditional students, is offered in cooperation with two two-year campuses, another four-year institution, and a hospital previously administering a three-year diploma school of nursing. Program development was guided by aspects of the satellite, the cooperative, and the interinstitutional outreach models. The program features a separate-but-equal-in-quality curriculum, use of audiographic telecommunications teaching strategies, recruitment and advising of students.

Western Montana College

Big Sky Telegraph

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Big Sky Telegraph is a grass-roots telecommunications system supporting rural educators with electronic mail, computer conferencing, a software preview loan library and a lesson plan data base. This bootstrap effort encourages participation by all persons interested in improving rural education through the computer-assisted sharing of creative ideas and available resources. Since January 1st, Big Sky Telegraph has geographically demonstrated the feasibility of microcomputer telecommunications as a cost-effective medium for inservice training, resource sharing, creative exchange and community support.

Adams State College

Small Business Center

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Adams State College's Small Business Center, developed by the school of business in response to the dual needs of quality education and economic development, provides otherwise-unavailable, specialized business advice to existing or potential small businesses. In addition, the comprehensive analysis of a real business provides students with an important practical understanding of business, often missing from traditional undergraduate training. After initially forging close links between banks, chambers of commerce and local development groups, the school of business is systematically involving both faculty and advanced business students in small business research, development, training, and counseling. This model demonstrates that improvement in educational quality and service to broad societal goals can be linked creatively.

California University of Pennsylvania

Mon Valley Renaissance Program

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The Mon Valley Renaissance Program, begun in 1983, is designed to improve the quality of life in the Monongahela River Valley through economic redevelopment. The program helps existing businesses operate more effectively, encourages the creation of new businesses, induces "outside" companies to establish business ventures in the Valley, and educates and trains the people of the Valley to be entrepreneurs. By developing strong partnerships with Mon Valley businesses and institutions, Pittsburgh organizations, and local, state, and federal officials, the Mon Valley Renaissance Program has resulted in 1,500 jobs (created or saved), $60,000,000 in new business, and over 75 new start-up firms.

Central Missouri State University

The Center for Technology and Small Business Development

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The Center for Technology and Small Business Development is designed to provide economic assistance to area business and industry while at the same time interweaving a thread of technology throughout the Central Missouri State University campus. This infusion of technology issues into the curriculum has added a new element of creativity to both the technological and the traditionally nontechnological disciplines on campus. At the same time, the program is utilizing faculty expertise to further the economic development in the region.

Framingham State College

Business Location Program—Development Handbooks

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Student-prepared community economic development handbooks are a free service offered to towns in Massachusetts by the Business Location Program at Framingham State College's Geography Department. The 40-100 page booklets, prepared by students in "Industrial Location" or "Community Economic Development" classes, include comprehensive studies of economic development potential. The booklets serve as marketing tools in the local effort to promote business expansion and growth. The series of 10 booklets completed over the last several years has been highly praised by state governors, legislators, local officials, and businesspersons.

Oakland University

Links with the Oakland Technology Park: A Proactive Strategy

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Because of its unique relationship to the Oakland Technology Park, Oakland University was already well-positioned to take advantage of technological and economic growth in southeastern Michigan. In August 1985, however, the university established the Center for Economic Development and Corporate Services to fuel this initiative by providing student co-op programs, faculty research opportunities, company financial support, and opportunities for executives to participate in the classroom. These ventures have succeeded in bringing the university and local business closer together.

University of West Florida

Florida Small Business Development Center Program

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The Florida Small Business Development Centers are a statewide network of university-based management assistance centers providing a wide range of services to the small business community. Linking university resources, faculty, students, and public and private agencies, the centers provide an environment that fosters practical and useful learning and at the same time improves the economic well-being of the local small business community. In addition to providing basic business counseling and training programs, the centers have developed special programs in international trade, product innovation, and government procurement. In their eight-year history, the Florida Small Business Development Centers have assisted over 600,000 small businesses.

University of Wisconsin-Stout

Establishing Business & Industry Relationships

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The technological university today is challenged to provide research, service and instruction that is subject to increasingly rapid change. To remain relevant requires a constant "future focus," an ability to function in a proactive rather than a reactive posture, and an exceptionally strong relationship with business and industry. To foster this relationship, the School of Industry and Technology at UW-Stout has designed and established a series of 17 creative programs that serve and benefit both the private sector and the university. The programs enable the school to deliver higher-quality instruction, spur its research efforts, and enhance its capability to provide service to clients. The end result has brought in millions of dollars in direct support to the university, while serving businesses in such a way that it keeps them competitive in the global marketplace.

Wichita State University

The Wichita / Sedgwick County Economic Development Plan

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Seeing a need to enhance campus/community ties, President Warren B. Armstrong set a goal to initiate new programs with area government and business leadership and to augment existing university connections with the Wichita metropolitan area. The Wichita/Sedgwick County Long Range Planning Task Force, with President Armstrong as a member, developed the Wichita/Sedgwick County (WI/SE) Economic Development Plan, Blueprint 2000. This nine-point plan for area economic development recognizes WSU as an important partner in economic change. The development initiatives have led to advanced research and have brought in necessary revenues for the university.

Northern Arizona University

Seminar Fellows Program

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The Seminar Fellows program at Northern Arizona University was created in the fall of 1987 by the Committee for Professional Development to encourage faculty development. The Fellows, a select group of outstanding faculty members nominated by their academic units and appointed by the president, meet to identify and discuss instructional issues at the institution. They have made significant progress in their efforts to promote and build an ongoing dialogue among faculty concerning the goals, methods, and directions of higher education. They plan to disseminate the results of their discussions to interested faculty.

Empire State College

Empire State College

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Empire State College was the first successful experiment in providing access to quality higher education for those unable or unwilling to attend college in a campus setting. Since its establishment in 1971, Empire State College has provided individualized programs leading to the associate, bachelor's, and master's degrees for increasing numbers of adult learners. The student-centered college learning programs feature a unique combination of one-on-one faculty/student interaction, guided independent study, and assessment of prior college-level learning. Through 44 locations around New York State, the college now serves 6,000 students annually. Many of its 14,000 alumni agree on the college's most important measure of success: without Empire State College, they could never have achieved the dream of earning a college degree.

Rhode Island College

Personal Learning Plans

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"Personal Learning Plans" at Rhode Island College help each student experience both a unique and a productive college career. The plans, based on the student's strengths and weaknesses, are updated reguarly to track their growth and to encourage them to concentrate on and continue their studies in spite of numerous conflicting pressures. A large data base, disaggregated to the individual student level, drives these plans and provides an excellent resource for reaggregation for the purpose of institutional studies, especially of a longitudinal nature.

New Jersey Institute of Technology

Becoming a Computing Intensive Campus

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As New Jersey's comprehensive technological university, New Jersey Institute of Technology (NJIT) has a special responsibility to both anticipate and respond to technological change. In response to this technological imperative, NJIT has adopted a comprehensive computing plan to become a computing intensive campus. The plan includes providing microcomputers to all full-time freshmen (at no cost to the student), which they will assemble themselves, fully incorporating the computer into every academic program, area of research, and appropriate administrative functions, and significantly boosting computing capacity by increasing the number and capacity of hardware and software systems.

Salem State College

Digital Geography Laboratory

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Salem State College, a small, state-supported undergraduate institution of 5,300 students in northeastern coastal Massachusetts, has established a total geo-computing facility. Salem State College was able to capitalize on a total of $330,000 in state appropriations and institutional support to establish a $10,000,000 Digital Geography Laboratory (DGL). The DGL has developed an innovative program that introduces, develops, and teaches geo-computing to undergraduates. Dedicated to undergraduate education in geo-computing, DGL provides state-of-the-art facilities for research interests of students in a wide range of applications, and provides a wide variety of services to the public and private sector through the college's Resource Center for Business.

Southern College of Technology

World Technology Center

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404/424-7322

World Technology Center, operating as a department of Southern College of Technology, is a market-driven non-profit company consisting of linguistic, technical and cross-cultural experts who are able to interact with Georgia industries to drive their export programs and to enhance their international markets. WTC integrates its services to target specific countries and cultures to maximize their effectiveness and impact. In addition to providing professional services for Georgia industry, the World Technology Center operates as an information clearinghouse for the activities of companies in the state. Industries utilizing WTC's services report that their assistance has greatly aided them in attaining success in international markets.

Weber State College

High Technology Applications and Training Centers

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Modeled after a unique undergraduate student project that designed, built, and placed a small satellite in earth orbit, the Center for Aerospace Technology at Weber State College engages in joint ventures with government agencies and private firms to apply and commercialize new technologies. Stimulating economic development by upgrading the Utah work force, the Center for High Technology Training and related programs offer flexible education for private industry, particularly in computer-integrated manufacturing processes and state-of-the-art automotive service.

City University of New York, College of Staten Island

The Nursing Center
Career Ladder Progam

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Developed six years ago in response to the severe scarcity of registered nurses in the municipal hospitals of New York City, the Nursing Center Career Ladder Program provides the opportunity for health care paraprofessionals already working in the municipal hospitals to become RNs through the collaborative efforts of nursing education, health care management, and labor organizations. The educational component of the program includes prenursing courses offered at outreach, hospital-based sites and the on-campus nursing curriculum. The students receive strong academic support and guidance in the form of remedial courses, special workshops, tutoring, counseling, and tuition assistance. The hospitals provide educational leave with pay to project students.

East Carolina University

Rural Education Institute

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In view of the difficult problems facing rural schools, the Rural Education Institute was established by East Carolina University to increase awareness of the unique needs of rural schools. This institute includes programming in a "Distance Learning Center" offering courses to students in remote areas by interactive audiovisual devices, the Legislator's School for Youth Leadership Development, which brings 300 rural youth to the ECU campus each summer, consultation programs for rural schools in financial management, assessment assistance programs for rural schools, and the provision of adjunct professional staff for rural schools.

Virginia Commonwealth University

National Geriatric Live
Teleconference Series

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The National Geriatric Live Teleconference Series, a product of the Geriatric Education Center at Virginia Commonwealth University, includes 10 two-hour, state-of-the-art programs in such areas as elder abuse, osteoporosis, urinary incontinence, and health promotion and wellness for the elderly. Responding to the dramatic demographic imperative of a rapidly aging society, the programs have been targeted to a heterogeneous audience of college and university faculty, health practitioners, and the elderly and their families. For over a two-and-a-half year period this series has been broadcast to over 125 sites across the State and nation with a total audience of over 3,500.

Auburn University at Montgomery

Recruiting and Retaining the Nontraditional Student

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Montgomery, AL 36193
205/271-6974

Adults who want to attend college have an easier time gathering the necessary information and a greater chance for success once they enroll at Auburn University at Montgomery (AUM). Returning Student Seminars are routinely offered to provide information about academic programs and student services to prospective students. A chartered student organization, the Returning Student Association, provides a support network for adult students once they are enrolled; and *Caucus Notes*, the newsletter for returning students, is mailed to every adult student enrolled. These three services form an effective recruitment and retention strategy that has resulted in increased enrollemnt and an enhancement of campus life for older students at AUM.

East Tennessee State University

Center for Adult Programs and Services

Contact: Dr. Sharon Turnbull
Program Cordinator
P.O. Box 20,620A
Johnson City, TN 37614
615/929-5641

Recognizing the need for extending a variety of academic and student support services to its adult and commuting students, East Tennessee State University initiated a Center for Adult Programs and Services. The center, a collaborative effort between the divisions of academic affairs and student affairs, offers a broad array of programs and services in a convenient and highly accessible setting to nontraditional students. Programs and services include community outreach, admissions, academic advisement, registration services, adult orientation and peer support programs, information and personalized referral, faculty/staff development programs, and a variety of student assistance services for both the adult learner and commuting student.

Metropolitan State University

Adult Learner Services Network

Contact: Gerrit Groen
Director
121 Seventh Place E.
St. Paul, MN 55101-8107
612/296-8107

G. Theodore Mitau had a vision of making the state universities in Minnesota responsive to all ages of adults in the state. Establishing Metropolitan State University in the Twin Cities as an adult institution fulfilled that vision for the residents of that metropolitan area. The Adult Learner Services Network, funded by the W. K. Kellogg Foundation, was formed to encourage the use and incorporation of the adult learning services developed at Metropolitan State University by other colleges and universities throughout the state. During its first two years the network has accepted 18 partners into the network (including Minnesota AFL/CIO and the National Guard), developed career/life planning and educational planning courses for use by the partners, made prior learning assessment available to residents on a statewide basis, and provided an 800 number counseling service.

Thomas A. Edison State College

Statewide Testing and Assessment Center

Contact: Dr. Ruth M. McKeefery
Dean of Academic Programs
Thomas A. Edison State College
101 West State Street,
CN 545
Trenton, NJ 08625
609/984-1130

Thomas A. Edison State College has developed a Statewide Testing and Assessment Center to serve all New Jersey colleges. Based on the belief that students should receive college credit for what they know, regardless of how, when or where that knowledge was acquired, the center assists the 35 member colleges in directing students toward earning credits through testing and prior learning assessment. Each of the participating colleges has a policy for awarding credit, will accept credits from Edison State College transcripts, and will apply the credits toward a degree program at the student's home institution. Center members meet regularly to share information on college equivalency testing and prior learning assessment.

Ferris State University

Collegiate Skills Program

Contact: Daniel L. Burcham
Director, Student Development Services
Ferris State University
STR 123
Big Rapids, MI 493007
616/592-3767

The Collegiate Skills Program, featuring a holistic approach to retention, is a comprehensive, competency-based support program aimed at minority and educationally disadvantaged students. Its total-emersion approach to basic skills instruction recorded a 90+ percent pass rate in English and reading. The cognitive component is complemented by a two-stage student advising program that uses proactive and intrusive techniques including a student monitoring system of biweekly grade and attendance reports.

Jersey City State College

ESL Conversation Center

Contact: Dr. Nicholas Gordon
Associate Professor
2039 Kennedy Boulevard
Jersey City, NJ 07305
201/547-3087

Jersey City State College, with funding from a three-year, $118,000 FIPSE grant, has established an English as a Second Language (ESL) Conversation Center to improve the conversational skills of persons whose native language is not English. The ESL Conversation Center is open to the community and provides a nonclassroom setting where small groups, usually composed of four students of the same language ability, are guided in practical conversation skills. Specially trained ESL instructors, who are members of the college faculty, encourage discussion and use materials that structure the weekly meetings. Students are encouraged to put acquired English skills into practical use. Jersey City State College may expand the project to include programs for local business, industry, and community organizations that wish to improve the English language skills of their employees and members.

Marshall University

Higher Education for Learning Problems (HELP)

Contact: Dr. Barbara P. Guyer
Associate Professor Division
of Teacher Education
Marshall University
Huntington, WV 25755
304/696-2851

Since 1981, Higher Education for Learning Problems (HELP) has enabled Marshall University students with learning disabilities to achieve their goal of successfully completing their college education. Students learn to understand and accept their disability, and to emphasize the skills they possess. They also receive instruction designed to increase their reading levels, improve study skills, and strengthen memory. Dr. Barbara Guyer, HELP founder and director, began with the program with two graduate assistants tutoring three students. HELP now reaches 75 students from 17 states. The program has made it possible for students to graduate in a number of fields, ranging from physiology to computer science.

State University College at Potsdam

Migrant Educators' National Training OutReach (MENTOR)

Contact: Dr. William Q. Davis
Professor of Reading
110 Satterlee Hall
State University College at Potsdam
Potsdam, NY 13676
315/267-2510

Migrant Educators' National Training OutReach (MENTOR) was established in 1985 to help improve teacher training opportunities for educators working with the children of migrant workers. To meet the needs of educators in remote rural areas across the country, the program includes credit-bearing undergraduate and graduate education courses via distance learning. MENTOR's College-in-a-Box, a collection of resources used in the courses for inservice workshops and self-improvement efforts by individuals who do not need college credit, includes contributions from experts from all over North America. During the 1986-87 year, about 120 people from a dozen states took MENTOR courses for credit. Hundreds of other boxes have been sent to public and private institutions in over 20 states.

Texas Woman's University

Family Housing and Services

Contacts: Nancy Murphy-Chadwick
Director of University Housing
Dr. Glenda Brock Simmons
Vice President for Student Life
Texas Woman's University
POB 22305
Denton, TX 76204
817/898-3676

Growing demands for on-campus housing by married and single-parent students at Texas Woman's University resulted in the decision in 1982 to convert a residence hall to family housing over a five-year period. The residents, primarily single mothers who juggle several roles (parent, student, "sole breadwinner"), have access to programs on such topics as family relations, parenting, self-concept, study skills, and stress management. An after-school recreation program for children is also provided. Convenient to classes and buttressed by the academic components, the family housing program at the Texas Womans' University provides a unique environment in which students are better able to fulfill the multiple roles that are part of the educational experience of the nontraditional student.

University of Wisconsin-Whitewater

Project ASSIST

Contact: Connie Dalke, Ph.D.
Director, Project ASSIST
University of Wisconsin-Whitewater
Roseman 2019
Whitewater, WI 53190
414/472-5239

Project ASSIST (Adult Services Supporting Instructional Survival Tactics) is a nationally recognized support program currently serving 87 students with learning disabilities at the University of Wisconsin-Whitewater. Initiated in 1977, ASSIST's primary mission is to help learning disabled students successfully complete their college careers without compromising academic standards set at the university. The program also functions as a clinical teaching site for UW-W teacher trainees, contributes to the body of professional research knowledge regarding learning-disabled adults, and serves the community by reaching out to the families and teachers of younger children with learning disabilities.

Castleton State College

Soundings: An Introduction to the Liberal Arts

Contact: Dr. Lyle Gray
President
Castleton State College
Castleton, VT 05735
802/468-5611

"Soundings: An Introduction to the Liberals Arts," a series of presentations offered at Castleton State College, exposes students in a rural Vermont setting to otherwise inaccessible cultural offerings. The programs, determined a semester in advance by students, administrators, and faculty, include plays, concerts, political debates, and dance performances. Soundings is funded by $25 contributions made by incoming freshmen. The program is offered for graduation credit and attendance at certain events is mandatory. By offering the students a series of lectures, plays, ballets, and concerts at times that don't conflict with their regularly scheduled classes, the college is able to add a dimension to the students' academic experience that goes beyond the classroom.

City University of New York, John Jay College of Criminal Justice

Thematic Studies Program

Contact: Carol Groneman, Chair
City University of New York,
John Jay College of Criminal Justice
444 W. 56th Street
New York, NY 10019
212/489-3548

The Thematic Studies Program at John Jay College of Criminal Justice is an innovative, interdisciplinary approach to undergraduate education that integrates the study of liberal arts with professional education in a year-long group of courses focused on a theme. Begun in 1971 with grants from the National Endowment for the Humanities and private foundations, Thematic Studies has prospered in its 16 years of existence and is now fully funded by the college. Over 3,000 students and more than 60 faculty have participated in the program. In the increasingly professionalized world of higher education, the college's humanistic approach to criminal justice education continues to flourish and to be supported by students, faculty and administrators.

Massachusetts College of Art

The Data Expansion Program

Contact: Roy Brown
Undergraduate Dean
Massachusetts College of Art
621 Huntington Avenue, 5th Floor
Boston, MA 02115
617/232-1555

In order to increase awareness of the contributions of artists of different cultures and colors to art history and contemporary art, Massachusetts College of Art has established the Data Expansion Program. The program, designed to provide the college and its entire community with an enhanced understanding of the place of native Americans, Hispanics, Asians, and blacks in the American cultural complex, provides slides, bibliographies, critical works, and other course materials highlighting minorities. College administrators plan to increase relevant library, slide, and video holdings, and create a printed resource guide with a cross-indexing system to facilitate use of other relevant materials and information.

Northern Kentucky University

Applied Sociology and Anthropology Program

Contact: Phillip J. Obermiller, Ph.D.
ASAN Program Coordinator
Department of Social Sciences
Northern Kentucky University
Highland Heights, KY 41076
606/572-5259

The Bachelor of Science in Applied Sociology and Anthropology (ASAN) is an interdisciplinary undergraduate curriculum designed to provide students with the breadth of understanding, technical skills, and experience to pursue careers in an increasingly information-based society. It combines a strong liberal arts background with a thorough preparation in social science research skills. ASAN students take introductory and basic methods courses in sociology and anthropology, applied courses in one of the two disciplines, individually selected context courses in particular topics, and selected courses that help develop useful skills in applied careers. The capstone of the program is the practicum, a supervised, hands-on experience in gathering, analyzing, and reporting information requested by a community-based client.

San Diego State University

Master of Arts in Liberal Arts (MALA) Degree Program

Contact: Marilyn J. Boxer, Dean
College of Arts and Letters
San Diego State University
San Diego, CA 92182
619/265-5456

The Master of Arts in Liberal Arts degree (MALA) at San Diego State University is an interdisciplinary graduate degree designed to provide an alternative approach to continued adult learning. MALA, which aims for breadth and scope rather than a high degree of specialization, provides the possibility for students interested in graduate study in the liberal arts to construct a highly individualized program centered on personal interests. It stresses team teaching so that students can participate in an ongoing interdisciplinary dialogue between scientists and humanists, between artists and scholars, and most of all between the students themselves and teams of professors from diverse fields.

State University College at Plattsburgh

The In Vitro Cell Biology and Biotechnology Program

Contact: Dr. William Graziadei
Coordinator and Professor
Department of Biological Sciences
State University College
at Plattsburgh
Plattsburgh, NY 12901
518/564-3155

The growing commercialization of biotechnology in the pharmaceutical, agricultural, and other sectors depends on adequately trained scientific and technical personnel. State University College at Plattsburgh's In Vitro Cell Biology and Biotechnology (IVCBB) Program is designed to educate students to meet this pressing need. IVCBB combines a strong general biology education with an intense residential course featuring applications and principles of cell and molecular biology, including plant and animal tissue culture and nucleic acid biotechnology. This course is carried out in conjunction with and in the laboratories and dormitories of Miner Institute, a private research/educational facility.

Towson State University

Writing for a Liberal Education

Contact: Dr. Jacqueline Wilkotz
Writing Coordinator
English Department
Towson State University
Towson, MD 21204
301/321-2866

"Writing for a Liberal Education," the revised freshman writing course at Towson State University, not only trains students in rhetorical patterns and expository techniques but also teaches them effective writing skills that are transferable across disciplines. The course, which integrates writing theory with an introduction to the academic cultures of the university, alerts students to how they will model expository patterns throughout their academic careers. The course introduces students to the four branches of knowledge within which they complete general requirements, leads them through readings which demonstrate how knowledge is gathered, validated, and reported by each branch, stages writing assignments to advance rhetorical skills and cognitive development.

University of North Texas

Institute of Emergency Administration and Planning

Contact: Robert Reed, Director
Institute of Emergency
Administration and Planning
P.O. Box 5428
Denton, TX 76203
817/565-2562

The Emergency Administration and Planning (EADP) program at the University of North Texas is the only undergraduate, degree-granting Emergency Administration and Planning program in the country. The university's long-standing commitment to emergency management training was recognized in 1983 by the state's approval for this Bachelor of Science degree program. Since that time, the program has demonstrated an innovative approach to education by the development of computer-graphic visual aids. Graduates of this unique educational experience are serving their communities by providing critical emergency management expertise both in government and private-sector organizations.

Teaching and Learning/ Improvement of the Curriculum

University of Wisconsin-Green Bay

Educating the Artist in an Interdisciplinary Context

Contacts: Professor Arthur Cohrs
Professor Terence O'Grady
University of Wisconsin-Green Bay
2420 Nicolet Drive, TH331
Green Bay, WI 54311-7001
414/465-2636 or 414/465-2348

Students in the fine arts are often no more than vaguely conversant with their sister arts and usually lack the opportunity to confront aesthetic issues that transcend artistic boundaries. To remedy this, faculty at UW-Green Bay have developed an interdisciplinary program in aesthetic awareness serving students in all of the fine arts and interested students throughout the university. The aesthetic awareness program consists of six courses in which students and faculty from the various areas of fine arts regularly confront one another and discuss issues associated with the aesthetic experience as it is revealed by each of the fine arts.

University of Wisconsin-Stevens Point

Developing Innovative Program in the Visual & Performing Arts

Contact: Paul M. Palombo, Dean
College of Fine Arts & Communication
A202 Fine Arts Center
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
715/346-4920

During the past five years, faculty from Univerity of Wisconsin-Stevens Point's fine arts disciplines have reviewed, revitalized, and enhanced their curricula, creating model degree programs in music, theater arts, arts and design, and arts administration. The curricular improvement process involved studying nationally recognized arts programs, developing a "generic" framework for planning both liberal arts and professional degree tracts in each discipline, and designing attractive options offering opportunities for focus in each degree program. Both the process and results of this successful curricular project merited special presentation to UW-System's Board of Regents as a model of low-cost, exemplary curricular planning and development that has enhanced opportunities in the arts for campus faculty and students, and for residents of the area as well.

Western New Mexico University

Learning Resource Center

Contact: Dianne Dean, Coordinator
Learning Resource Center
Western New Mexico University
Silver City, NM 88062
505/538-6400

The Learning Resource Center (LRC) at Western New Mexico University enhances learning at all levels through a variety of programs and strategies. Traditional assistance methods are offered in combination with innovative tutoring, workbooks, and worksheets supplemented by computer instruction, cassettes, and manuals. Each of these methods is provided to students at every academic level, from the nonreader to the graduate student. The LRC offers assistance to students in the Literacy and English-as-a-second-language volunteers program, Adult Basic Education, developmental classes, vocational-technical programs, traditional academic classes, and graduate study. The LRC remains versatile and finds ways to serve additional groups as they seek help.

Emporia State University

Teaching and Learning

Contact: Dr. Daryl E. Berry
Associate Dean
The Teachers College
Emporia State University
1200 Commercial Street
Emporia, KS 66801
316/343-1200 ext. 5367

An often-ignored dimension of a teacher education program is the supervisory skills of public school-based cooperating teachers and university-based supervisors for university students. The "Multi-Dimensional Delivery Model for Improving the Supervision of Student Teachers" at Emporia State University offers a variety of strategies for improving the supervision of university students assigned to public schools for practica. The model, implemented by Emporia's Teachers College, includes programs delivered in different media formats and settings to meet the needs of the diverse clientele. The model improves public school personnel's understanding of practica and their impact on the professional development of future teachers.

Fayetteville State University

Improvement of Quality and Quantity of Science and Mathematics Teachers

Contact: Dr. Leo Edwards, Jr.
Director
227 Lyons Science Complex
Fayetteville State University
Fayettevillle, NC 28301
919/486-1669

Fayetteville State University's Mathematics/Science Education Center, one of 10 legislatively established Network Centers in the University of North Carolina System, is designed to encourage professionals to become certified in mathematics and science teaching, areas that are in great demand. The center has overwhelming increased the numbers of public school teachers in mathematics and science using such novel methods of teaching as manipulatives and computers, inservice courses, workshops, seminars and field trips.

Jacksonville State University

The Teaching/Learning Center

Contact: Dr. Elsie L. Wright
Director, Teaching/Learning Center
Jacksonville State University
Jacksonville, AL 36265
205/231-5346

The Teaching/Learning Center (T/LC), an on-campus, after-school, one-to-one tutorial site, was established in 1982 so that Jacksonville State University College of Education students could tutor children of different age levels in a highly supervised environment. To date, the T/LC has supervised 3,769 undergraduate education majors from 29 professors' classes in 27,506 hours of free tutoring of 1,674 children, saving parents approximately $550,120. Demonstrated successes for the Jacksonville State University preservice teachers include valuable experiences and significantly higher Certification Test performance.

Memphis State University

Graduate Internship Based Teacher Preparation Program

Contact: Dr. Barbara Burch
Interim Dean
Memphis State University
College of Education
Memphis, TN 38152
901/454-2352

The graduate-level, internship-based teacher preparation program at Memphis State University, an innovative preparation and induction model including school practitioners as integral partners in the preparation of teachers, is designed to attract academically talented candidates to a rigorous and compressed, clinically based curriculum. A Center of Excellence in Teacher Education Grant in 1984 helped establish a research and development program for developing new teacher preparation models. After only three years of operation, the university has pooled funds with local school systems to ensure the institutionalization of the Master of Arts in Teaching and Lyndhurst internship programs.

Southwest Texas State University

Texas Alliance for Geographic Education

Contact: Richard G. Boehm
Professor and Chairman
Department of Geography
and Planning
Southwest Texas State University
San Marcos, TX 78666
512/245-2170

The Texas Alliance for Geographic Education, headquartered in the Department of Geography and Planning at Southwest Texas State University, is a partnership between university professors and school teachers committed to quality geographic education. Begun in 1986, the program stresses teacher training and curricular reform. The Alliance fosters these two activities by sponsoring a series of summer institutes for teachers, distributing a brochure, mailing a newsletter, and holding four meetings/workshops per year. Funded by the National Geographic Society and three Texas corporate sponsors, the Texas Alliance is composed of 40 university professors and 1,100 teachers.

University of Tennessee at Martin

Elementary Science Education Institute

Contact: J. Preston Prather
Associate Professor of Education
The University of Tennessee
at Martin
205H Gooch Hall
Martin, TN 38238
901/587-7166

The Elementary Science Education Institute at the University of Tennessee at Martin was designed to prepare teams of local educators with the instructional and administrative skills needed for planning and initiating programs for the improvement of elementary science education in rural school systems. Funded by the National Science Foundation, the project provided for joint preparation of four-member teams from nine geographically dispersed school systems, each containing a primary (K-3) and intermediate (4-6) teacher, their principal, and their supervisor of instruction. The teams received instruction in science course content, educational program planning and implementation, and inservice training techniques to prepare them to train other local teachers and administrators.

Murray State University

Expanding the University Environment in Rural Communities

Contact: Dr. Richard J. Hazler
Associate Professor
Department of Educational
Leadership and Counseling
Murray State University
Murray, KY 42071
502/762-2797

Murray State University has established financially self-sustaining programs designed to provide high-quality academic experiences for noncollege-age students in the rural environment surrounding the university. These programs are designed to promote the long-term goal of increasing college attendance rates in an area where such rates continue to be among the lowest in the nation. The programs have been developed in cooperation with local school districts and offer students from first grade through high school multiple opportunities for quality academic contact with a vital university, its facilities and its faculty. These contacts are often the first ones made by people in that student's family.

Tennessee Technological University

College Bound

Contact: Hoyle D. Lawson
Vice President for Student Services
Tennessee Technological University
Cookeville, TN 38505
615/372-3411

In a sparsely populated part of Appalachia that is among the poorest of communities in Tennessee, the TTU (8,000 students) mounted a program in January 1987 designed to increase the rate of college enrollment of high school graduates. Counselors in 13 high schools identified approximately 20 students from each of their schools who were not planning to go to college. Representatives from TTU met with these students to explain the values of college and to offer to pay their fees required for completing the ACT Family Financial Statement, the ACT test, and their application to TTU. They would be under no financial obligation to repay the fees and are guaranteed at least one year at TTU, a personal advisor, and special courses to bridge the gap between high school and college.

University of Houston-Clear Lake

Collaborative Gifted Education / Teacher Education Program

Contact: Dr. Glenn Freedman
Director, Center for Cognition
and Instruction
University of Houston-Clear Lake
Box 270
2700 Bay Area Boulevard
Houston, TX 77058-1088
713/488-9274

The University of Houston-Clear Lake and the Clear Creek Independent School District have developed a cooperative program in which approximately 180 of the district's gifted elementary school students, representing 12 schools, meet for four hours weekly at the university in semester-long courses taught by university faculty and other specially trained individuals. In addition, the university's teacher education students are given the opportunity to assist faculty in teaching the children on-site at the university. The project affords the children exposure to the university's academic environment, the district access to a pool of academic expertise and a central location for a district-wide effort, and the university a noncontrived laboratory school.

University of Tennessee at Chattanooga

The Chattanooga Fund for Excellence in Public Education

Contact: Dr. Colbert Whitaker
Dean, School of Education
University of Tennessee
at Chattanooga
212 C. Hunter Hall
615 McCallie Avenue
Chattanooga, TN 37403
615/755-4211

The Chattanooga Fund for Excellence in Public Education, a partnership involving private enterprise, Chattanooga Public Schools, and the University of Tennessee at Chattanooga, is designed to assist local schools in improving the quality of public education. Funds are allocated on the basis of proposals, submitted by participating schools, which outline specific objectives identified through a needs assessment. This cooperative endeavor is in its second year, and the results to date are encouraging.

California State University, Northridge

The Institute for the Study
of Women in Music

Contacts: Jennie G. Pool
Director, Faculty Material Center
Dr. Beverly P. Grigsby
Professor of Music
CSUM Music Department
18111 Nordhoff Street
Northridge, CA 91330
818/885-3157 or 818/885-3105

The International Institute for the Study of Women in Music is an innovative program crossing the barriers of gender and international cultural differences. It involves various disciplines, students, faculties and communities in its goal to mainstream women composers, performers, and scholars. It is successful in its maximization of resources, creative in its use of research material and supportive of talent (solo artists, ensembles, and scholars) through sponsorship and production of colloquia, seminars, festivals, lectures, concerts and publications. Under competent leadership, its work for the past decade has realized a vision of historical accuracy and widespread public knowledge of the many accomplishments of women in music.

Georgia State University

Programmed Academic Curriculum Evaluation

Contact: Dr. James Greene
Registrar
Georgia State University
Atlanta, GA 30303
404/651-2386

Programmed Academic Curriculum Evaluation (PACE) is a computerized advisement process that makes the job easier for Georgia State University advisors. Through PACE, the university's 33,000+ students, who pursue more than 50 different degree programs in 280 majors and concentrations, have access to an effective and professional advisement program. The program endeavors to let the computer do as much work as possible. It greatly facilitates the registration process by helping students make informed decisions about which courses to take, and it apprises students of their remaining degree requirements to be satisfied for graduation.

Kutztown University of Pennsylvania

Damage Reduction Incentive Program

Contact: Ms. Doreen M. Tobin
Director of Residence Life
Kutztown University of Pennsylvania
Kutztown, PA 19530
215/683-4027

Designed to reduce vandalism in the residence halls, Kutztown University's Damage Reduction Incentive Program allows students to enjoy the benefits of good behavior rather than punishing them for destructive actions. Money is put into escrow each semester to pay for damages that occur over the semester. After all damages are charged against each account, the remainder of the money is turned over to the respective residence hall councils for improvement projects. To date, the incentive program has resulted in a 64 percent decrease in damage costs during the fall semester and at mid-spring semester, an 84 percent decrease over the comparable time period.

Southern Oregon State College

Leadership Forum

Contact: Mary Bessonette
Associate Director
Stevenson Union, SOSC
Ashland, OR 97520
503/482-7151

Leadership Forum, a club consisting of student representatives from clubs, student-managed areas of the union, student government, and residence life, meets to identify and discuss the needs for leadership training and information. The student driven group plans and conducts a series of workshops each term, utilizing campus, community, and student experts. Leadership Forum grew from the identified need for leadership development experiences and a shortage of resources to present them. The program is providing exceptional developmental opportunities for its leaders as well as its attendees. It is simple, low cost, and facilitates cooperation among diverse student groups.

University of Houston-Victoria

Center for Children

Contact: Dr. Sylvia Vardell
Chair, Division of Education
University of Houston-Victoria
2302-C Red River
Victoria, TX 77901
512/576-3151

The Center for Children at The University of Houston-Victoria is a model school enrolling about 45 children, ages three to six, from all ethnic and socioeconomic backgrounds. The center encourages children to grow mentally, socially, physically, and emotionally in a happy, safe, and stress-free environment. Programs at the center are observed as "models of excellence" by university students in early childhood education courses. University student involvement in the center not only strengthens the undergraduate curriculum but also reduces the teacher-child ratio, providing more individual attention for the young learner.

Western Michigan University

Merze Tate Center for Research and Information Processing

Contact: James J. Bosco
Director
3210 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008
616/387-4585

The Merze Tate Center for Research and Information Processing provides both a physical location and organizational focus for the quality education research activities of the college of education at Western Michigan University. Tate Center clientele, college of education faculty and graduate students, develop skills in new technology in an environment conducive to the accomplishment of scholary projects. The Tate Center features study areas for writing and data analysis, equipment for data and word processing, and both formal and informal meeting rooms.

Past Award Recipients

AASCU acknowledges with grateful appreciation the presidents and chancellors who served on the committee and who chaired the Committee on Alternatives and Innovation in Higher Education and guided the awards selection process.

Past Chairs

1979	President James W. Hall Empire State College (NY)
1980-81	President Reatha Clark King Metropolitan State University (MN)
1982-85	President Lee A. Vickers Lewis-Clark State College (ID)
1986-87	President George A. Pruitt Thomas A. Edison State College (NJ)

1987
State Colleges of West Virginia

Consortium for Faculty and Course Development in International Studies (FACDIS)

A consortium composed of over 250 foreign language and social science faculty teaching international studies to more than 6,000 students at 19 West Virginia institutions of higher education. FACDIS was established to assist the faculty in international studies course development, revision, and enrichment, to help faculty remain current in their fields and new instructional techniques, to provide printed and audiovisual instructional materials throughout the State, and to increase study-abroad opportunities for West Virginia students.

1987
University of North Carolina at Charlotte

University City

An economic development project contributing to the campus endowment, enhancing the campus environment, and protecting the city and state tax base. University City includes the 11,753 student university, the University Research Park of 10 blue chip firms, a mixed-use development called University Place, University Memorial Hospital and Medical Office complex, the University Business Incubator Center, and residential areas.

1986
George Mason University (VA)

Plan for Alternative General Education (PAGE)

An alternative program of 15 interdisciplinary freshman and sophomore courses that meet most general education requirements in communication, humanities, social sciences, natural sciences, mathematics, and non-Western culture. More than 100 faculty members from 28 departments taught PAGE courses in the first three years of the program. Summer workshops train them to teach these interdisciplinary, interactive classes; year-long faculty teams refine courses, share teaching strategies, and respond to needs of the overall program.

1986

Bowling Green State University (OH)

Arts Unlimited

A cooperative effort that encourages elementary and secondary schools to develop long-range systematic study of the arts. Created in 1980 to adapt Lincoln Center's (NY) program of aesthetic education to Ohio's rural, small-town, decentralized environment, Arts Unlimited was charged with coordinating artistic resources within and outside BGSU to achieve that educational change in the schools. Other changes have enhanced the program—namely, recognition that Arts Unlimited promotes a sense of renewal among faculty members who have participated because it encourages them to experiment with new kinds of instruction. The program also provides teaching opportunities at different school settings and with younger students.

1985

Towson State University (MD)

Teacher-Research Institute
Maryland Writing Project

A program that involves language arts teachers at the primary through university levels in conducting research in their own classrooms in order to improve instruction. During the first months of the project, 20 teachers were introduced to classroom research techniques, planned individual or collaborative projects for their own writing classes, and met regularly in research support groups to review their progress. The project promises a creative approach to developing linkages between secondary and postsecondary institutions and to stimulating research at various educational levels.

1984

Wright State University (OH)

International Student
Exchange Program

A new approach to student exchanges which, at no cost to the participating institutions, immerses students in the daily life of countries at the four corners of the globe. Through exchange agreements with universities in Japan and Brazil, and soon to be completed, Egypt and the Soviet Union, the university offers students four weeks of life and study in a non-Western nation, at a price they can afford. Students selected from all majors on the basis of grade-point averages are assisted in obtaining on-campus employment, and their earnings are retained in an escrow account from September to June to cover all costs of the program. In addition, without paying additional tuition, students may earn up to 12 credit hours for specially designed university courses in several disciplines.

1983
Metropolitan State University (MN)

A University for Adults (Special Fifth Year Commemorative Award)

A university-without-walls that features individualized, competence-based, student-designed programs that combine liberal learning with professional education; extensive use of creative learning strategies such as assessment of experiential learning, independent study, internships and integration of community-based resources; flexible scheduling—evening, daytime and weekend offerings as well as year-round operation; and low tuition costs.

1983
Northeast Missouri State University

A Value-Added Model of Assessment

A comprehensive assessment program to measure the impact of the institution on student development and the comparative strength of graduates vis-a-vis other students in the country. Computerized student assessment data (available longitudinally and historically, by total institution, by discipline and major, and by individual student) are used for the improvement of student and faculty performance; the development of programs, curricula, resources and services; the initiation and evaluation of change; and short- and long-range planning.

1983
Cleveland State University (OH)

Cleveland Alternative Education Program

A comprehensive school program for 80 of Cleveland's most serious juvenile offenders and an after-school tutorial program for approximately 100 youths recommended by the courts. Certified teachers and university faculty in conjunction with 90 university-trained senior citizen volunteers deliver the program, in which each student receives an individualized education program based on a comprehensive assessment of his or her needs.

1982

Southwest Texas State University

Center for the Study of Basic Skills

A cooperative effort of the university's departments of education, English, and mathematics, dedicated to the improvement of basic skills education through the identification of successful teaching practices. This recognition of the crucial role that teachers and their attitudes play in improving the quality of learning underlies the work of the center. The Center for the Study of Basic Skills was cited for its proven record of effectiveness in focusing attention on and finding solutions to an issue of national concern.

1981

Georgia State University

Georgia Career Information System

A comprehensive service that assists people with the sequential range of career decision making: identifying aptitudes, learning occupational categories and their market outlooks, and choosing the postsecondary education that offers appropriate education and training. The statewide, computer-based service provides career information to adults as well as to high school and college students. The Georgia Career Information System was cited for its innovative and effective use of technology in the service of education and counseling, for its broad impact, and for its service to the community.

1980

Central Connecticut State College

Modes of Thought In General Education Program

A new curriculum that improves general education skills and understanding among undergraduate students. The program broadens the base of general education by increasing the number of required courses and exposes students to the fundamental areas of human thought, while redressing deficiencies in communication and reasoning skills. The program was cited for its emphasis on excellence in developing a creative response to declining education skills of students.

1979

State University College at Brockport (NY)

Alternate College

A time-shortened degree option that allows students to obtain a baccalaureate degree in three years through a restructuring of the general education approach. The college, which also offers a new approach to academic advisement and counseling through a mentor-tutorial seminar, was cited for increasing access for students, improvement of curriculum, and catalyzing change in the remainder of the institution.

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One Dupont Circle/Suite 700
Washington, DC 20036-1192
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Allan W. Ostar
President

'Me' generation becomes 'We' generation at CAVE

By Elaine Gray
Staff Writer

The drunken rioters, the drug dealers and users, vandals and thieves — they are the students everybody hears about, the ones making headlines.

Though they are a small minority, they have for the most part eclipsed their non-newsmaking peers.

In doing so, they have helped establish negative stereotypes about Chico's young people, which may be the biggest crime of all. Because quietly, without fanfare or headlines, hundreds of students are out in the community volunteering everyday in a wide variety of capacities.

Community Action Volunteers in Education, a student/citizen corps, has been actively making a difference in the community for almost a quarter century, but has garnered less attention than one Pioneer Days riot, points out CAVE Director Janet Summerville.

"These students have a lot to offer, and they are offering it, making a difference in a lot of people's lives," she said. CAVE is a United Way/Associated Students-funded agency located at the corner of Second and Cherry streets. It oversees close to 2,000 volunteers — most of them college students — working in community service.

CAVE has a myriad of programs placing volunteers in service positions in the Chico community and elsewhere. Some of them are:

- ***Project Pals*** — is similar to the Big Brother/Big Sister concept. Student volunteers spend about five hours a week one-on-one with kids ages 5-12. They meet social needs, act as a positive role model, and do recreational activities.
- ***Special Pals and Teen Opportunity*** — is the same kind of project, only Special Friends is for disabled kids while Teen Opportunity is for teens between the ages of 13-17.
- ***Afterschool Activities*** — is designed for kids who might otherwise go home by themselves after school or go to daycare. Volunteers do activities with them at local elementary schools.
- ***Adopt-A-Grandparent*** — Volunteers spend three to six hours a week with seniors, reminiscing, going for walks in the park, or whatever.

"Some families have started participating in this program because they don't have access to their own grandparents," said Summerville. "So they adopt one through CAVE."

- ***Friendship Circle*** — Volunteers visit convalescent hospitals and spend time with residents doing such things as helping them with their mail, talking, going on walks.
- ***Income Tax Assistance*** — is a federally sponsored program where accounting students prepare tax returns for low-income people.
- ***Sunny Acres*** — CAVE sends volunteers on a weekly basis for social interaction with kids living at a private board and care home in Paradise for developmentally disabled children.

"We try to be friends with them, take them skating, have dances," Summerville said.

- ***Classroom Aide*** — is one of CAVE's largest volunteer programs. "There are literally hundreds of students working in Chico schools classes in every aspect," said Summerville. "They are meeting a need in the schools because teachers are spread thin. It gets another person in the classroom for one-on-one attention."

Some volunteers do the same work in special education classrooms.

- ***Focus*** — Volunteers do socializing activities with developmentally disabled kids so their parents are free to participate in a parent support group at the Association for Retarded Citizens.
- ***California Veterans' Home*** — Volunteers spread their capabilities around, traveling to Yountville, near Napa, to work with older veterans. They listen to stories, take field trips, and organize social activities.
- ***Napa State Hospital*** — Chico area volunteers visit the hospital and spend an entire weekend working one-on-one with emotionally disturbed children. Two different groups of 15 do this throughout the year.
- ***Esplanade Manor*** — Volunteers work with clients at this psychiatric board care home for adults. They do social activities and outings.
- ***Sonoma Developmental Center*** — Volunteers visit developmentally disabled kids, do socializing activities, take field trips.
- ***Community Volunteer Connection*** — Reaching out to the community to get people involved in volunteer work. "A clearinghouse for people who have spare time on their hands. We canvas to see what the volunteer needs of the community are, then refer people who call us out to where the needs are."

CAVE's student volunteers earn university credit — and something a little less tangible for their service, said Summerville. "Life is for learning, and the community is the best classroom. The hands-on experience they get supplements classroom education and makes it more valuable."

CAVE's only two paid employees are Summerville and an office manager. A 30-member student staff under their direction oversees the nearly 2,000 volunteers, each of whom is interviewed, screened, placed, monitored and evaluated.

"We provide opportunities for students to learn about the community and get some experience in 'the real world'," said Summerville.

She volunteered at CAVE as a student. After graduation, she went into the work world. Three years ago, Summerville heard the CAVE directorship had opened up and applied and has been there since.

CAVE's efforts in Chico have not gone entirely unrecognized. Last year, the organization was awarded the national G. Theodore Mitau Award for innovation and change in higher education, by the American Association of State Colleges and Universities.

Chico State University student Renee Salpeter visits Jay Partridge School weekly under CAVE's Afterschool Activities program.

The award cited CAVE as "An outstanding example of innovative partnership between the university and its community." CAVE was selected from among 66 programs nominated all over the U.S. Summerville traveled to Baltimore, Md. in November to accept the award on behalf of the university.

"Students and others are out in the community and they are making a real difference," she said.■

BEST COPY AVAILABLE

Chico University Bulletin - Feb. 1989

Ambitious planning between administrators and student leaders helped C.A.V.E. gain attention this year from the American Association of State Colleges and Universities for having the nation's best example of innovation and change in higher education. C.A.V.E. director Janet Summerville checks with San Carlos recreation administration major Brad Fisher who recently completed his assignment as coordinator of Project Pals, a big brother big sister link between university students and 140 area youngsters.

CAVE Earns Mitau Award

CAVE volunteers spend 140,000 hours a year serving the community, explains Janet Summerville, director of the Community Action Volunteers in Education, and perhaps that is one of the reasons that the organization won the prestigious G. Theodore Mitau award for innovation and change.

The award has been presented annually by the American Association of State Colleges and Universities to an institution that has demonstrated a strong commitment to academic improvement, innovation and educational excellence. Chico State through CAVE received the 10th and final award.

CAVE's uniqueness lies in the fact that it is the largest university program of its kind in California and that it has endured and grown during the past 23 years. "That is a lot to say for a primarily student-run organization to survive during that period in history," says Summerville.

"I'm extremely proud of the national recognition. It says a lot for the thousands of people who worked through CAVE over the years."

CAVE began in 1966 to aid disadvantaged students in Chico and Gridley when 40 student tutors volunteered. Today, CAVE has two paid professionals and between 1,800 to 2,000 volunteers that serve in one of 16 programs in Chico and at hospitals in Napa and Sonoma.

"A tremendous amount of learning is done through volunteering and administering a program. The hands-on experience with people is an important addition to learning in the classroom, and the benefits to the community are many. Parents call to say what a change CAVE tutors have made in the development of their child. Our volunteers that visit the elderly in the Adopt a Grandparent Program are often the only outside contact these people receive. The volunteers that go to the hospitals in Napa and Sonoma bring a bit of hope and normalcy to the patients," Summerville suggests.

CSU, Chico is one of the few universities to recognize the value of the co-curricular experiences of the staff and volunteers and supports this by offering one to three units of credit through the departments of health and community service, social work, sociology and education.

Summerville sees CAVE as a catalyst for unmet needs and ideas. In the future she hopes to implement a community volunteer connection program that will place willing volunteers in programs in the community.

Chico News and Review, 1986

C.A.V.E. At 20

In the beginning, which was in 1966, C.A.V.E. was simply CAVE, a name, not an acronym. "A child of the revolutionary spirit of those times," as a recent information sheet says, its name was taken from Plato's famous allegory of the cave.

But that tale of ignorance and enlightenment was too esoteric to convey the purpose of the group, so CAVE became Community Action Volunteers in Education, which in turn became C.A.V.E.

When Chico State's Associated Students started a tutorial program in 1966, its only purpose was to help disadvantaged students in the Chico schools and in a Gridley farm labor camp. But two years later that fledgling group received a $22,000 federal grant and expanded into an umbrella organization for a variety of programs.

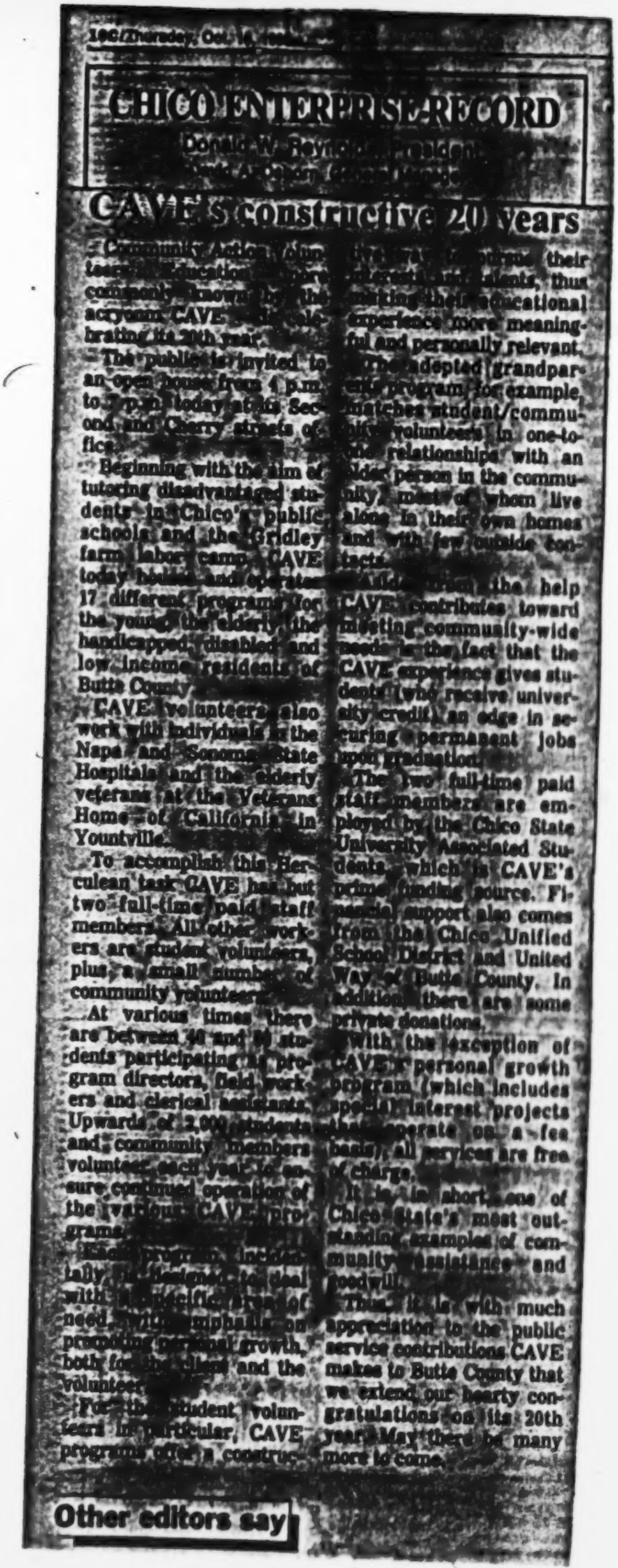
Since then C.A.V.E. has been one of Chico's most successful legacies of the '60s, a group founded on principles of community action and good will that has touched the lives of many thousands of students and clients alike. More than 20,000 people have been C.A.V.E. volunteers, and the number of people they have served is much, much higher than that.

C.A.V.E. also gave birth or lent crucial support to a large number of worthwhile agencies that went on to become independent. Among them are the Butte Environmental Council, the Community Legal Information Center, the Community Housing Improvement Project and Public Law Interns. Their contribution to the community is beyond reckoning.

Today C.A.V.E. sponsors 18 programs that involve from 1,500 to 2,000 volunteers annually and reach thousands of people, from elderly veterans at a retirement home in Yountville to mentally disturbed youngsters at Napa State Hospital. The emphasis is on serving children (Project Pals, Kids Opportunity Program, etc.), seniors (Adopted Grandparents) and hospitalized persons (Esplanade Manor, Projects Napa and Sonoma, etc.).

Despite the scope of C.A.V.E.'s programs, it operates with an annual budget of only $86,000 (most of it from the A.S. and United Way) and just two paid staffers to coordinate its legions of volunteers, work-study students and interns. It's doubtful that any other program achieves so much with so little.

This year C.A.V.E. is celebrating its 20th anniversary, beginning with an Open House Oct. 16 in its offices at 2nd and Cherry streets. This "child of revolutionary times" has rown up, but the spirit that moved it in 1966, the desire to be of service to the ommunity, is as strong as ever. We salute C.A.V.E. and the people who have made it work and look forward to the next 20 years and more. ☐



CHICO ENTERPRISE-RECORD
Donald W. Reynolds, President
[illegible] General Manager

CAVE's constructive 20 years

Community Action Volunteers in Education, more commonly known by the acronym CAVE, is celebrating its 20th year.

The public is invited to an open house from 4 p.m. to 7 p.m. today at its Second and Cherry streets office.

Beginning with the aim of tutoring disadvantaged students in Chico's public schools and the Gridley farm labor camp, CAVE today houses and operates 17 different programs for the young, the elderly, the handicapped, disabled and low income residents of Butte County.

CAVE volunteers also work with individuals in the Napa and Sonoma State Hospitals and the elderly veterans at the Veterans Home of California in Yountville.

To accomplish this Herculean task CAVE has but two full-time paid staff members. All other workers are student volunteers, plus a small number of community volunteers.

At various times there are between 40 and 60 students participating as program directors, field workers and clerical assistants. Upwards of 2,000 students and community members volunteer each year to ensure continued operation of the various CAVE programs.

Each program, incidentally, is designed to deal with a specific area of need, with emphasis on promoting personal growth, both for the client and the volunteer.

For the student volunteers in particular, CAVE programs offer a constructive way to pursue their interests and talents, thus making their educational experience more meaningful and personally relevant.

The adopted grandparent program, for example, matches student/community volunteers in one-to-one relationships with an older person in the community, most of whom live alone in their own homes and with few outside contacts.

Aside from the help CAVE contributes toward meeting community-wide needs is the fact that the CAVE experience gives students (who receive university credit) an edge in securing permanent jobs upon graduation.

The two full-time paid staff members are employed by the Chico State University Associated Students, which is CAVE's prime funding source. Financial support also comes from the Chico Unified School District and United Way of Butte County. In addition, there are some private donations.

With the exception of CAVE's personal growth program (which includes special interest projects that operate on a fee basis), all services are free of charge.

It is, in short, one of Chico State's most outstanding examples of community assistance and goodwill.

Thus, it is with much appreciation to the public service contributions CAVE makes to Butte County that we extend our hearty congratulations on its 20th year. May there be many more to come.

Other editors say

The Orion - OCTOBER 1988

CAVE honored with national award

By GREG BARDSLEY
Staff Writer

[illegible] from [illegible] Chico State University's Community Action Volunteers in Education (CAVE) will receive the G. Theodore [illegible] Award for Innovation and Change in Higher Education in [illegible]

[illegible] services of 1,500 to 1,800 [illegible] community [illegible] of State Colleges and Universities (AASCU) [illegible] colleges [illegible]

[illegible] award, [illegible] CAVE director, [illegible] for that [illegible] and [illegible] higher education [illegible]

The G. Theodore [illegible] Award, now in its 10th and final year, [illegible] with [illegible]

[illegible]

CAVE provides opportunities for Chico State students to work with different members of the community, from low-income children in Chico to developmentally disabled residents in Sonoma.

"Basically, we try to [illegible] campus and the community [illegible] provide [illegible] experiences," Richmond explained. "The actual classroom education is very valuable, but we feel the hands on experience really supplements that."

Project Pals, a program matching university students with Chico children anywhere from five to 12 years old for an interpersonal relationship, is very popular and successful.

Colorado Norton, a 6-year-old first grader at Chapman School in Chico, was in the program last year. His mother, Carol Matherson, said Colorado's pal from CAVE, Greg Envelbrecht, had a good influence on the little guy.

"I think he got a really good big brother," Matherson said. "He really enjoyed it." She said Envelbrecht took him fishing, rock climbing, kite flying, and then it wasn't too long before Colorado had his first "girlie" poster up on his bedroom wall.

But their time spent together, Matherson said, wasn't always a barrel of monkeys. Though the two had their fun and laughs, Matherson said Envelbrecht enforced the concept of priorities: taking care of responsibilities before having fun. She says Colorado now has muscles in his arms from doing pull-ups.

Though Envelbrecht has since graduated and is reportedly in San Francisco, Matherson said he still calls when he's in Chico. Kim DuFour, the advisor to CAVE from the university, said many of the students keep in contact with their pals for four or five years, or even more.

Colorado is just one of the approximately 10,000 people who receive about 140,200 hours of service from CAVE each year.

"There are very few programs as organized and structured as CAVE," DuFour said. "It has a structure that works because it's run by students, and I think students feel more comfortable. The students are the main part of it."

CAVE has a contract with the Chico Unified School District. The school district will not accept any volunteers unless they are associated with CAVE. The program also receives funds from the United Way. However, Richmond said the Associated Students provides most of its financial support.

"We wouldn't be here without them," Richmond said. "They are our number one funding source, they are our number one support."

See CAVE, page 4

CAVE

Continued from page 1

Richmond said she believes it is Chico State's social responsibility to return something to the community around it.

"I think it is important that when a university is sitting in a community, they give something back to the community through meeting some of the special needs of children, elderly and the special population," she said.

DuFour agrees. "I think that we're starting to recognize the need for students to get into the community," she said. "I think students come through here and don't realize there's a community out there."

This idea of getting colleges and universities more involved with their surrounding communities was reinforced this year when Assembly Bill 1820 was passed and signed in Sacramento. The bill strongly recommends that colleges and universities participate in the "human core" by providing an average of 30 hours of community service for each student every academic year.

Richmond said Chico State is already far above the recommended community involvement the bill recommends.

Some students find themselves enrolling with CAVE for the units the class provides. However, Richmond said those students usually leave CAVE with a different attitude.

"We find out after they've done the program, they've got so much more out of it than just a unit," she said. "They've learned so much about themselves and the population we're working with. So they may come in with that attitude but they don't leave with that attitude."

Dan Finley is a good example. In need of 30 hours of classroom aid work, Finley enrolled with CAVE and went on a weekend trip to the now-called Sonoma Developmental Center — it was once actually called the Hospital for the Feeble-Minded. He enjoyed working with the developmentally disabled residents there so much that he now plans on getting his teaching credential at nearby Sonoma State University and then later working with disabled students once out of school.

"I just love working with them," he said. "Without CAVE and the Sonoma State facility, I would have probably taught regular school."

OFF THE RECORD
Dec 21, 1988

For the love of it — Jenna Spafford

Community Action Volunteers in Education involves hundreds of Chico State University students in its various Associated Students sponsored community volunteer programs. Most volunteer a few hours a semester for class credit, or as a course requirement. But a handful of students, like Jenna Spafford, volunteer for no other reason than for the love of it.

Spafford, who will be a senior next semester, has been a CAVE volunteer for two years. Volunteering eight to 10 hours or more a week, being a full-time student, *and* working to put herself through school is remarkable enough. But perhaps Spafford's greatest accomplishment has been to quietly improve every CAVE program she has been involved with through her participation and leadership. She is quite simply a model CAVE volunteer in an organization full of outstanding and dedicated volunteers.

Had she improved programs that were already successful or popular, it would seem that CAVE would be the prime beneficiary. But Spafford saw the need to revitalize several CAVE programs that volunteers weren't drawn to anymore and create ones that never existed before.

"I like the idea of getting small programs bigger," she says. As a result, the biggest beneficiary was the people CAVE serves.

After getting her feet wet by volunteering three hours a week to help developmentally disabled preschoolers at the Loma Vista School and older developmentally disabled at the Sunny Acres group home in Paradise, Spafford in the fall of last year volunteered to coordinate the dormant Teen Opportunity Program.

The program matches volunteers with troubled or neglected teens — many of them from single-parent households and from lower socio-economic levels. Students spend five hours a week with the teens, acting as their role models.

Since Spafford says new volunteers are more intimidated by teens than younger children, the program was unpopular with students. Yet, by encouraging and counseling volunteers, in one semester she increased the number of student volunteers from zero to 20.

Next, Spafford involved herself with CAVE's Project Pals program, which matched volunteers with younger troubled or neglected kids. She waited until all the "popular kids" were paired up, then volunteered to help out the child no one else had selected to help.

This past semester, Spafford has coordinated CAVE's special education programs and the Focus On Children Under Stress program sponsored by the Association for Retarded Citizens and the Butte County Office of Education. The program's volunteers involve special children in activities while their parents and primary care providers attend a bi-weekly support group meeting. The program is every other week in Chico and Oroville, but Spafford volunteers weekly.

Also this last semester, she coordinated the classroom aid programs and Sunny Acres Program, and she created then coordinated Special Pals, a program for developmentally disabled kids similar to Project Pals. Next semester, she says she wants to try something completely different.

"I think I'll get into the Adopt a Grandparent program," she says, adding that it's another "unpopular program" with students.

Easy-going and quick with a smile, the petite 21-year old who is interested in a career in special education or school psychology says she feels drawn toward those who need help the most.

"I was interested initially in the developmentally disabled because, generally, people aren't interested in working with them," she explains. "I don't understand why, and it bothers me. I want to get involved to help people relate to them better to create a bridge between the community and the disabled."

When asked how she manages to balance school work, part-time work, a personal life and volunteering, she responds with a smile, "I like to keep busy." ■

CAVE celebrates 20th anniversary with new director

by Sue Sanguinetti
Staff Writer

Community Action Volunteers in Education is celebrating its 20th anniversary with a new director — Janet Richmond.

Janet Richmond stresses the need for volunteers

photo by Leah McKean

Richmond brings a combination of professional experience and personal dedication to the job.

Richmond, a 1981 Chico State graduate with a degree in community services specializing in gerontology and community health, was also active in CAVE throughout college.

Her experience with CAVE began as a volunteer for the Friendship Circle Program visiting convalescent hospitals. By her senior year, she had directed all Senior Project Programs which include Adopted Grandparents and the Friendship Circle.

One of the unique features Richmond brings to the job is her concern for the elderly. She views them as "living history" and believes "we need to respect and care for them."

For the past five years, Richmond has worked with the elderly in Napa Valley. She began as a coordinator for "Meals on Wheels," a nutrition program for homebound senior citizens, and she later worked as an assistant-manager at a retirement inn.

Richmond believes her four-year experience with CAVE and her previous two jobs served as a"nice rounding out" of her skills. She is also a firm believer in volunteer work. While working full-time, Richmond volunteered as a counselor and chairperson for a domestic violence program in Napa County.

Furthermore, her philosophy on life coincides with CAVE's motto, "Life is for Learning."

And learning is what CAVE is all about.

What began 20 years ago as student tutorial program has grown into 17 programs with over 1,500 volunteers a year.

CAVEacts as "a bridge between the Chico State campus and the Chico community." It provides students with valuable personal and professional experience through work in programs serving the young,the elderly and special groups.

Adopting a grandparent, little brother or sister, visiting a convalescent hospital, or tutoring a child with a learning problem are a few programs CAVE offers.

Experiences with CAVE are fun, heartwarming and often challenging times shared with people who need companionship.

Richmond feels very comfortable coming back to Chico and CAVE, and at the same time is "extremely challenged" by her new position. She says it is a different twist working on the administration end of CAVE.

Richmond observes that CAVE is continuing to become more credible in the community. Her goals for CAVE include making the programs more visible and increasing the positive image CAVE now upholds.

She is thrilled that the community is enjoying and recognizing CAVE and is proud that CAVE was awarded the second best community organization in a local poll titled, "The Best of Chico."

However, Richmond stressed the sincere need for volunteers. Those interested in information or volunteer work should stop by CAVE at Second and Cherry streets, or call 896-5817.

The Orion - Oct. 1986

The Orion

CAVE award shows that Chico students do care

Who says people don't care?

Being part of what some call the "Me Generation," it is heartwarming and reassuring to see organizations like Chico State University's Community Action Volunteers in Education (CAVE) flourish and succeed. In a time when university students are said to care about nothing other than acquiring their future BMWs, condos in Marin County and $50,000-a-year jobs after graduation, CAVE is a clear example of how people, in this case Chico State students, still care.

Every year CAVE gives about 140,200 hours of community service back to the community. It serves nearly 10,000 low-income children, problem adolescents, war veterans, developmentally disabled residents, senior citizens and convalescent home residents – to name a few – each year.

Anywhere from 1,500 to 2,000 Chico State students each year say people *do* care. Though some students might enroll in CAVE for class units, most usually leave with a different attitude.

Dan Finley, a senior at Chico State, is a good example. Since he enrolled in CAVE, Finley has changed his career plans and will work with developmentally disabled residents in Sonoma, because he said he simply loves working with them. Before his CAVE experience, he was planning on teaching students without disabilities.

The members of CAVE are not the only ones who are affected. The program has a very positive impact on the community, too, from brightening up the days of disabled war veterans to providing role models for young children.

Witnessing how being a Project Pal for a young boy like 6-year-old Colorado Norton can change a life, or perhaps two, would be an inspiration to anyone who has never been involved in a program live CAVE. Realizing how a simple visit to a convalescent home gives some people something to look forward to reveals CAVE's importance to the community.

The recent G. Theodore Mitau Award CAVE received symbolizes how lucky people at Chico State and in the community are to have the organization involved in their lives. Chosen out of a field of 66 other state colleges and universities from all over the nation, CAVE is a model organization of community service and education for other colleges and universities all over the nation. Touching the lives of nearly 10,000 people each year, CAVE deserves a sincerely grateful and thankful congratulations.

Letters to the editor

CAVE experience led to desired teaching position

Dear Editor:

In the Sept. 14 issue of *The Orion* appeared an article on CAVE (Community Action Volunteers in Education). The article tells how CAVE was chosen by the American Association of State Colleges and Universities as the No. 1 program with strength in educational improvement, innovation and excellence out of 66 other state colleges and universities in the nation. CAVE will receive the G. Theodore Mitau Award for Innovation and Change in Higher Education.

CAVE has made a difference in the lives of thousands of individuals, both students and residents of Chico and Northern California. For example, take my story:

About four years ago I was (and still am) working for the Association of Retarded Citizens (ARC) earning minimum wage as a respite worker (baby sitter) and really going nowhere. I decided to return to school and earn a California State Teaching Credential in special education. My first semester at CSU, Chico, I enrolled in the Classroom Aide Program at CAVE and worked at Loma Vista School for the developmentally disabled. I also signed up for a weekend at Sonoma Developmental Center (SDC).

After that first weekend trip to SDC, I knew that I wanted to work there after graduating. Since then I've worked on staff at CAVE as a Sonoma Program group leader and coordinator. I am now the hospital projects director providing overall day-to-day administrative functioning of the four hospital programs (Yountville Veterans Home, Napa State Hospital, SDC and Esplanade Manor).

I've since been all but guaranteed a teaching position at SDC, thanks to CAVE. Without CAVE I couldn't have done it, and I am immensely appreciative for the opportunity for such an invaluable experience. Thank you, CAVE!

Dan Finley
Chico

CAVE's Making Strong Push for Fall Recruits

The Orion

by Renee Rasmussen
Staff Writer

This week is CAVE's big push for fall staff recruitment. More than 50 volunteer staff members are needed to help facilitate over 16 programs that help the community at large.

These staff members help recruit 600-700 volunteers needed in the fall. Besides recruiting, staff also trains, does administrative work, budget work and supervises staff.

Students can get units, internships or work study money, as well as valuble experience and a reliable letter of recommendation when they participate.

"If you're gonna be a business person, this is a great place to try out your skills," said Janet Richmond, CAVE's director since 1986.

"We've gotten the reputation that our staff is from the liberal arts departments because recreation, sociology and education majors do lots of volunteering," said Richmond. "We really need public administration or business majors with organization skills and communication skills with the public."

CAVE's Volunteer Appreciation Day in the Quad Thursday wasn't just to celebrate those who have volunteered this semester, but was also used as a recruitment tool for both staff and project volunteers for the fall semester.

"There were quite a few students interested in staffing for the fall," said Richmond. "It was our first Appreciation Day and it gave us good ideas of how to make it bigger axnd better next year. We all felt it was a success."

Richmond liked Appreciation Day because it allowed CAVE to be seen as an umbrella for so many community service efforts offered in Chico and out of town.

"I had people who didn't know much about CAVE comment that they thought CAVE was CAVE, and didn't know what it was we offer," said Richmond.

"It was excellent to have a table for each program to show the variety," said Richmond. "People were really able to learn what's out there to get involved in."

CAVE offers over 16 programs. Six of those are for kids, two are for senior citizens, and four are hospital programs.

CAVE also sponsors Personal Growth classes in both fall and spring, tax assistance, Whiskeytown Environmental School camp counseling, information network (CAVE's media department) and a new service called Community Volunteer Connection.

Most of the programs are held locally and are available for university credit. and programs may be taken for more than one semester. Units are not required to participate, however.

The Classroom Aide project has about 200 volunteers per semester, without much recruitment needed, according to Colette Coelho, CAVE's coordinator of the Classroom Aide project.

"We have so many because of the state mandate of 30 required hours to get in the teaching credential program. Since I don't need to recruit, I do lots of recruiting for others. If I was in need of volunteers, I'd be on them for myself like a vulture," she said.

Another tidbit of information for those planning to go into education is variety.

"I overheard Barbara Johnson (previous director of student teaching and credentials) suggest that future teachers shouldn't just be classroom aides, but try all the kids programs to get as much experience as possible," said Coelho.

As the coordinator, Coehlo, who is also doing an internship for her major in sociology, puts in between 10 to 15 hours a week.

Coelho has been the coordinator now for two semesters. She's giving up her position because of graduation.

"I'm vacating this spot because I'm graduating. If I was still an undergrad I'd probably do a different program within the organization in the kids area," she

"It's a good idea to move around. Once you're in a spot too long, you don't grow and take on new challenges." ◊

[illegible] The Orion

Volunteers for CAVE — CAVE set up booths Thursday in the free speech area to explain the different programs offered and to recruit volunteers for the fall semester.